



Republic of the Philippines
Department of Education
CARAGA REGION



March 9, 2021

REGIONAL MEMORANDUM

No. 142, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENT
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT
RO/SDO CHIEFS SGOD AND CID
RO/SDO EDUCATION PROGRAM SUPERVISORS
SDO EDUCATION PROGRAM SPECIALISTS
This Region

PAG-INAMBITAY OG PAGTINABANGAY ALANG SA
PAGLAMBO SA EDUKALIDAD, CY: 2021

1. The Department of Education Caraga Region has institutionalized the Monitoring, Evaluation, and Adjustments (MEA) mechanism through the conduct of the Regional Monitoring, Evaluation, and Adjustment (RMEA), Division Monitoring, Evaluation, and Adjustment (DMEA), School Monitoring, Evaluation, and Adjustment (SMEA), Customized Division Technical Assistance Plan (CDTAP), and CLMD – CID Convergence.
2. The conduct of RMEA and DMEA effectively deliver the organizational performance of the Functional Divisions of Regional Office and Schools Division Offices. The activities of the FDs/Units shall be aligned on the Office Key Results Areas on the Compendium of DepEd Office Functions. The ISO 9001:2015 registered table templates in the conduct of RMEA and DMEA are found in Enclosure 1 which can be accessed through <https://tinyurl.com/MEATEAMPLATES2021>.
3. The FDs/Units in RO and SDOs and Program Owner for individual Programs, Activities, and Projects (National and Local) are required to submit their Office/Individual Annual Work Financial Implementation Plan (AWFIP) on the budgeted and non-budgeted activities to be conducted in CY: 2021. The Annual Work Financial Implementation Plan (AWFIP) shall provide a clear direction as to the alignment and relevance of objectives, strategies, and outputs of each Functional Divisions/Units and individual PAP's work plan. The FDs/Units of Regional Office and Schools Division Offices as well as Program Owner are required to submit the consolidated Annual Work Financial Implementation Plan (AWFIP) to RO QAD on or before March 31, 2021, to qad_caraga@deped.gov.ph or caraga@deped.gov.ph. The ISO 9001:2015 registered table templates for AWFIP are found in Enclosure No. 2.
4. In the conduct of SMEA, the school heads shall present the Key Results Areas (KRAs) on Access, Quality, and Governance on the different Key Performance



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Document Control No:
DepEdRO13-F-REC-013/R3/02-18-2020

Indicators as stated in Regional Order No. 004, s. 2020. The SMEA Mechanics are found in enclosure No. 3.

5. The region institutionalized Field Technical Assistance Division's (FTAD) Technical Assistance Framework. This framework provides a concrete roadmap in providing technical assistance to the SDOs in achieving the desired Key Performance Indicators (KPIs) on Access, Quality, and Governance. The SDOs shall implement a quarterly presentation of their Customized Division Technical Assistance Plan (CDTAP) based on the different issues/concerns/gaps/problems encountered to raise the performance of the school-based on a feasible intervention/strategy.

6. The heart of the Department of Education is the management of Curriculum and Learning as mandated in the Curriculum and Learning Management Division (CLMD). Thus, the quarterly conduct of the CLMD-CID Convergence supervises the SDO's implementation of the K to 12 Basic Education Program toward the improvement of learning outcomes by contextualizing the curriculum, enforcing standards, and increasing access to deliver quality basic education.

7. The quarterly conduct of Pag-Inambitay og Pagtinabangay Alang sa Paglambo sa EDUKALIDAD aims to:

- a. Conduct RMEA, DMEA, and SMEA presentations;
- b. Present SDOs Customized Division Technical Assistance Plan (CDTAP) and its accomplishment; and
- c. Determine CLMD and CID identified interventions based on the reports.

8. The quarterly conduct of the interfacing of RO and SDOs schedule, cluster grouping, and RO/SDO participants are found in Enclosure No. 4.

9. The activity shall employ MS Teams as a virtual platform in the presentation of RO/SDO Progress Accomplishment Report and CDTAP.

10. Immediate and wide dissemination of this memorandum to all concerned is highly desired.


EVELYN R. FETALVERO, CESO IV
Regional Director 

Encls.: As stated

Reference: Regional Memorandum No. 294, s. 2019

Regional Memorandum No. 173, s. 2019

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

PROGRAMS MONITORING EVALUATION PLAN

QAD/edm
03/09/2021

Enclosure No. 1 of Regional Memorandum No. 42, s, 2021

Templates for the Division Monitoring, Evaluation, and Adjustments (DMEA)

Table 1: Consolidated Computed Accomplished Physical Outputs

Table 1			
Consolidated Computed Accomplished Physical Outputs			
FUNCTIONAL DIVISION	TARGET OUTPUTS	PHYSICAL ACCOMPLISHMENTS	%ACCOMPLISHED VS. TARGETS
Office of the Schools Division Superintendent (OSDS)			
KRA 1:			
KRA 2:			
KRA 3:			
KRA 4:			
Curriculum Implementation Division (CID)			
KRA 1:			
KRA 2:			
KRA 3:			
KRA 4: (Ancillary Services)			
School Governance Operations Division (SGOD)			
KRA 1:			
KRA 2:			
KRA 3:			
KRA 4:			
KRA 5:			
KRA 6: (Ancillary Services)			
TOTAL			

Table 1.A: Consolidated Computed Physical Outputs (Q1-Q4)

TABLE 1.A															
Consolidated Computed Accomplished Physical Outputs (Q1-Q4)															
FUNCTIONAL DIVISIONS	TARGET OUTPUTS					PHYSICAL ACCOMPLISHMENTS					% ACCOMPLISHED vs. TARGETS				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
Office of the Schools Division Superintendent (OSDS)															
KRA 1:															
KRA 2:															
KRA 3:															
KRA 4:															
Curriculum Implementation Division (CID)															
KRA 1:															
KRA 2:															
KRA 3:															
KRA 4: (Ancillary Services)															
School Governance Operations Division (SGOD)															
KRA 1:															
KRA 2:															
KRA 3:															
KRA 4:															
KRA 5:															
KRA 6: (Ancillary Services)															
Total															

Note: This is an additional table to be reported in Q4 as consolidation of the computed physical outputs (Q1-Q4)

Table 2. Computed Accomplished Physical Outputs

Table 2												
Computed Accomplished Physical Outputs												
2021 Targets	Section/ Unit	Targets	Actual Accomplishments	% of Accomplishments	Source of Funds	Funds Alloted	Funds Obligated	Funds Disbursed	Achievement of Targets		Lessons Learned	
Description of Planned Outputs									Facilitating Factors	Hindering Factors		
Office of the Schools Division Superintendent (OSDS)												
KRA 1: Administrative Management												
1												
2												
3												
4												
5												

Table 2.A Consolidated Computed Accomplished Physical Outputs (Q1-Q4)

TABLE 2.A																
Consolidated Computed Accomplished Physical Outputs (Q1-Q4)																
2021 Targets		Targets				Total	Actual Accomplishments				Total	% of Accomplishments	Achievement of Targets		Lessons Learned	
Descriptions of Planned Outputs	Section/Unit	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4			Facilitating Factors	Hindering Factors		
School Governance and Operations Division (SGOD)																
KRA 1: Support Services Management																
1																
2																
3																
4																
5																

Note: This is an additional table to be reported in Q4 as consolidation of the computed physical outputs (Q1-Q4)

Table 3. Consolidated Computed Unaccomplished Physical Outputs

Table 3						
Consolidated Computed Unaccomplished Physical Outputs						
Planned Outputs	Target Outputs	Unaccomplished Physical Outputs	% of Unaccomplished Physical Outputs Vs. Targets	Reasons for the Balance	Status of the Balance (plan Adjustment Date of the Unaccomplished Target)	
Office of the Schools Division Superintendent (OSDS)						
KRA 1 : Administrative Management						
1						
2						
3						
4						
5						
TOTAL						

PROGRAMS AND PROJECTS (PAPs) MATRIX (NATIONAL)									
Table 4									
Consolidated PAPs Computed Accomplished Physical Outputs									
Programs, Activities, and Projects (PAPs)	Focal Person	Functional Divisions	Target	Actual Accomplishments	% of Accomplishments	MOVS	Achievement of		Lessons Learned
							Facilitating Factors	Hindering Factors	
1 Adopt-A-School Program	}	}							
2 Basic Education Facilities Fund									
3 Youth Formation Program									

PROGRAMS AND PROJECTS (PAPs) MATRIX (LOCAL or Division Initiated PAPs)									
Table 5									
Consolidated PAPs Computed Accomplished Physical Outputs									
Programs, Activities, and Projects (PAPs)	Focal Person	Functional Divisions	Targets	Actual Accomplishments	% of Accomplishments	MOVS	Achievement of Targets		Lessons Learned
							Facilitating Factors	Hindering Factors	
Project 'BIG BAG' <u>Outreach Program</u>	}								
Project for a CAUSE									
'Wheel of Future' under the Project 'Isang Libo't, Isang Ngiti Handog ng CID"									

PROGRAMS, ACTIVITIES AND PROJECTS (PAPs) MATRIX														
Table 6														
PAPs Physical Outputs Accomplishment by Program Coordinator														
Program	Planned Outputs	Targets	Actual Accomplishments	% of Accomplishments	MOVS	Achievement of Target		Lesson Learned						
						Facilitating Factors	Hindering Factors							
Curriculum Implementation Division (CID)														
Program Coordinator:														
Adopt-a-School Program	Updated the DepEd Partnership Database System for the 4th	}												
	Received medical and health supplies from international partners for BCD SPED Center (ASP recipient)													
	Signed MOU and MOA to identified partners.													

Value-Added Contributions		
Functional Division	Value-Added Contributions	Reasons for Achieving Them
Office of the Schools Division Superintendent		
Unit 1: Cash Unit		
Unit 2: Property Unit		
Unit 3		

Consolidated Issues and Proposed Resolutions				
Category of Issues	Issues within the Units Control	Proposed Resolution	Issues for Attention of Higher Management/External Stakeholders	Proposed Resolution or Action Sought from Management
Office of the Schools Division Superintendent (OSDS)				
ENVIRONMENTAL/ INFRASTRUCTURE				
TECHNICAL				
INSTITUTIONAL				
FINANCIAL				
POLITICAL				
SOCIAL				
GENDER				

[illegible]

Table 10. Status of Allotment and Utilization of Funds for the Functional Divisions

To be filled up by Finance Division

Table 10

Status of Allotment and Utilization of Funds for the Functional Divisions

FDs	FUNDS ALLOCATED					FUNDS UTILIZED					% OF UTILIZATION				
	Travel	Training	Supplies	Others	Total	Travel	Training	Supplies	Others	Total	Travel	Training	Supplies	Others	Total
OSDS															
CID															
SGOD															
Total															

Table 11: Summary of Recommendations

Table 11

Summary of Recommendations

Physical Outputs	Basis for Recommendation	Recommendation
Office of the Schools Division Superintendent (OSDS)		
1		
2		
3		
Curriculum Implementation Division (CID)		
1		
2		
3		
Schools Governance and Operations Division (SGOD)		
1		
2		

Gawad-Agad Award for RMEA, DMEA, SMEA, QATAME, and CDTAP

In Regional Order No. 005, s. 2020, Section 24.3 on Gawad-Agad Award, Item b. on Prompt Submission of Reports were given to the SDOs for prompt and complete submission of required outputs. The Regional Office through the Quality Assurance Division (QAD), and Field Technical Assistance Division (FTAD) shall give the following award based on the given criteria:

Awards	Performance Level Descriptions
TOP 3 SDOs on Gawad-Agad for Timeliness	- Submitted the CDTAP Report 3 days before the conduct of the activity. - Submitted the updated RMEA, DMEA Progress Accomplishment Report and SMEA Report one (1) week after the conduct of the activity
TOP 3 SDOs on Gawad-Agad for Quality	- Understand the purpose of the report. - Gather, evaluate, and analyze relevant quantitative and qualitative information.

TOP 3 SDOs on Gawad-Agad for Completeness	• All table templates were accomplished. • The tables are in a logical and coherent order.
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The SDOs can receive more than one (1) Gawad-Agad Award if they meet the above-stated criteria. A certificate of recognition will be given to the Top 3 SDOs at the end of CY: 2021 if they maintained the standard of excellence for the timeliness, quality, and completeness in the submission of their Progress Accomplishment Report.

Functional Division

Expected Outcomes	Expected Outputs	Objectives	Performance Indicators	CY												FINANCIAL PLAN																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
				Q1 TARGETS			Q2 TARGETS			Q3 TARGETS			Q4 TARGETS			BUDGET GRAND TOTAL	% of Accounts Transf.	Number of Volunteers	Travel	Training	Supplies	Other	Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Prepared by:

Chief of FO

APPROVED:

Regional Director

School Monitoring Evaluation Adjustments (SMEA)

Introduction

The RO QAD as a lead functional division in the Monitoring and Evaluation (M & E) institutionalizes the School Monitoring, Evaluation, and Adjustments (SMEA). The SDOs through the Curriculum Implementation Division (CID) shall cascade the SMEA Key Performance Indicators (KPIs) on Access, Quality, and Governance as stipulated in Regional Order No. 004, s. 2020. The tool contains all the data requirements relative to the school implementation of mandated processes and school-based initiated interventions for continuous improvement. This serves as the data collection tool for the quarterly progress monitoring and evaluation and a facility to establish a school data bank. FIRST PART of the said tool refers to the quantitative data requirements which are grouped into ACCESS, QUALITY, and GOVERNANCE. SECOND PART of the tool refers to qualitative information specifically on the issues elevated to a higher management level with the school's recommendations and suggestions. Data requirements for the quarter are identified in the timeline column of the template. Data elements are also provided to give the school heads a clear understanding of the data required by this tool.

Objectives

The SMEA objectives:

To enable the SCHOOL to immediately respond issues and concerns affecting the effectiveness of programs and efficiency of programs delivery to:

- a. Provide immediate feedback on the efficacy and weaknesses of program implementation at the school level vis-a-vis SIP and AIP implementation;
- b. Respond to technical and training needs of teachers; and
- c. Identify enhancements to educational policies and guidelines.

Focal Person

In Regional Memorandum No. 173, s. 2019, the Curriculum Implementation Division (CID) shall consolidate and present the consolidated report of DisMEA (through SMEA). The CID Chief shall report the consolidated DisMEA. Thus, PSDS shall assist the CID Chief in the consolidation of the KPIs of Access, Quality, and Governance in the SMEA or represent the CID Chief if on official travel. It shall be presented using Powerpoint Presentation Templates (PPT), which includes quantitative information, education resource reporting, qualitative information, and recommendations for plan adjustment.

In the operation of the schools, the PSDs are important personality to provide Technical Assistance to essential points in the school's major accomplishments, major difficulties, lessons learned, and major issues and concerns. After the SMEA, each district shall conduct District MEA (DisMEA) and consolidate the data elements presented by the schools in the SMEA using the same tool. The PSDs shall discuss

among themselves who will consolidate the District MEA in Excel Format for presentation during the Division Monitoring, Evaluation, and Adjustments (DMEA). The District MEA presentation in the district may adopt persons involved, mechanics, roles of persons involved, and presentation of the KPIs in terms of ACCESS, QUALITY, and GOVERNANCE in the conduct of SMEA.

SMEA Mechanics

The SMEA in schools shall be a quarterly activity in the school/district. The school heads shall present the Key Result Areas (KRAs) with the corresponding Key Performance Indicators (KPIs) in graphical, tabular, and textual PowerPoint Presentation for easy understanding in the delivery of the data elements. In the presentation, the school heads shall invite the SDO representative, District Supervisor, School Planning Team (SPT), Teachers, Guidance Counselors, School Governing Council, GPTA Officers, Barangay Officials, Stakeholders, Government Officials, etc. who has direct control to resolve the issues/concerns of the schools. The participants shall then act by providing possible solutions/recommendations to the issues/concerns reflected in the presentation of the school.

The School may adapt the SMEA Mechanics:

- I. Opening Program
- II. In-depth Analysis of KPIs
 - In-depth analysis of KPIs – Access, Quality, Governance (1st to 4th Quarter)
 - Implementation Status of the PPAs
 - Implementation Issues elevated to Higher Management (Qualitative Information)
 - Agenda affecting program design, policy standard, system and TA needed
 - Suggestions/Recommendations on provision of access, quality and governance
- III. Discussion/Interpellation
 - Lead Discussant as Facilitator
 - Interpellation by School Planning Team (SPT) in SMEA
- IV. Synthesis
 - Highlighting the TA needs to be addressed
 - Policy Directions
- V. Next Steps & Agreement (Plan Adjustment)

The role of the persons involved in the conduct of SMEA are as follows:

ACTIVITY	DESCRIPTION	PERSONS IN-CHARGE
Opening	Presentation of Objectives, Activity Flow and Roll Call of Attendance	EMCEE & Opening Speaker
Presentation	Each School Head presents the operational concerns consolidated in SMEA	School Head or School Planning Team
Discussion of Presentation	Discussion leader pose questions to the presenter to clarify essential points every after presentation	Discussion Leader
Synthesis of Discussion	A synthesizer listens to all presentations and discussions and gives a summary of the points. The synthesizer list down all the ISSUES/CONCERNS on which decisions need to be made.	School Synthesizer & Documenter
Agreement	The School Head discusses the issues listed and leads the group in coming up with agreements on program adjustments and TA Needs	School Head

Data Gathering Procedure/Analysis of Data

In the presentation of Key Performance Indicators (KPIs) based on access, quality, and governance, the school planning team shall do segmentation for comparative analysis as stipulated in Regional Order No. 004, s. 2020

Some pointers in discussing **ACCESS** are:

- a. On discussing ACCESS, focus on the overall School/District Performance on access to individual schools.
- b. Analyze, present and discuss the following indicators:
 - Participation rate (net enrollment rate)
 - Gross enrollment rate
 - Enrollment pattern
- c. Provide a comparative analysis of enrollment. Be inquisitive, the key is to pinpoint the segment/s needing focus. The following are samples:
 - Year to year analysis of enrollment growth.
 - Type of schools to determine which segment or type of school needs support in improving access.
 - Elementary versus High School enrollment will provide an idea as to how efficient is the transition from one level to another.
 - Learner groupings such as gender, ethnicity, age, etc.
- d. Be ready with your explanation for the increasing or decreasing trend in participation or enrollment.

- e. For increasing trends in participation, be sure you have logical attribution for such growth (MOV). Identify the programs or strategies that brought such growth.
- f. For decreasing trends in enrollment or when there is no substantial growth, an explanation should be focused on "why is DepEd" unable to bring these children into the school system despite the programs on ACCESS.
 - What programs are effective?
 - What programs are ineffective and need improvement?
 - What programs should be discarded?
 - What are your proposed actions?
 - What programs should be strengthened?
 - What assistance/actions do you need from the District/SDO/RO?
- g. In lieu of poor performance highlight policy issues, program design concerns, system improvements, and/or capability building needs that the District/SDO/RO should immediately address.

Some pointers in discussing **EFFICIENCY** are:

- a. On discussing efficiency, focus on the SCHOOL/DISTRICT efficiency using major groupings or segments to individual schools.
- b. Analyze present and discuss the following indicators/data:
 - Drop-Out
 - Cohort Survival Rate
 - Attendance and or Absenteeism
- c. Provide a comparative analysis of drop-out using major groupings or segments. This will allow you to determine "where" the problem on efficiency is. Analysis can be done using:
 - Year to year data on drop-out and cohort survival.
 - Per program recipient
 - Type of school
 - Grade/Year Level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. For example on the comparative analysis on dropout, by Type of Schools and Calendar Year (per quarter) in the graphical and tabular presentation. Some guide questions (Analysis: What is the graph telling us?) are:
 - Where is dropout increasing? Why the increase despite the programs on dropout reduction?
 - Where is dropout decreasing? What has been undertaken in the areas that contributed to the reduction of dropouts?
 - What are the strengths (increasing) or weaknesses (decreasing) of your programs?
 - What programs should be reinforced to reduce dropouts in selected areas? What programs should be strengthened?
 - What assistance/actions do you need from the district/division/region?

Some pointers in discussing **QUALITY** are:

- a. On discussing **QUALITY**, focus on the SCHOOL/DISTRICT overall performance on achievement using major groupings or segments to individual schools.
- b. Analyze, present and discuss the following indicators/data:
 - MPS of quarterly test by Subject Areas
- c. Provide a comparative analysis of MPS of Quarterly Test by Subject Areas using major groupings or segments. This will allow you to determine where the school/district is strong and where it is weak. Analysis can be done using:
 - Year to year data on MPS of the quarterly test by subject areas.
 - Per program recipient
 - Type of school
 - Grade/Year Level
 - Location
 - Learner groupings (gender, ethnicity, age, etc.)
- d. Highlight the improving trend in MPS of the quarterly test by subject areas and show (year, groups, location, etc.). Explain why it is highest in these groups.
- e. For improving performance, show a link between performance and DepEd programs. Discuss the programs that significantly contributed to performance including its features and strategies.
- f. For decreasing trend performance or no improvement in performance, explain why these did not improve despite the implementation of programs on **QUALITY**. Explain why the schools and the Division are unable to remedy this concern.
- g. Show which programs are not effective in improving the MPS of the quarterly test by subject areas. Provide recommendations on programs to enhance and programs to discontinue.
- h. In lieu of poor performance highlight policy issues, program design concerns, system improvements, and/or capability building needs that the district/division/region should immediately address.
- i. For example on the comparative analysis on MPS of the quarterly test by subject areas, by Type of Schools, and Calendar Year (per quarter) in the graphical and tabular presentation. Some guide questions (Analysis: What is the graph telling us?) are:
 - What subjects generated the highest score? What programs contributed to improvement in performance?
 - What subjects have the lowest scores? What enhancements in your programs are needed to improve performance?
 - What are your proposed actions? What programs should be strengthened?
 - What assistance/actions do you need from the district/division/region?

Pointers on **GOVERNANCE** can be carried out as to how the KPIs in **ACCESS**, **EFFICIENCY**, and **QUALITY** were delivered.

Annex 1. Sample Template for the Participants in SMEA or District MEA

ISSUES/CONCERNS		POSSIBLE SOLUTIONS
ACCESS	KPIs	
QUALITY	KPIs	
GOVERNANCE	KPIs	

Annex 2. Sample Template for the School Synthesis of SMEA or District MEA

School Name: _____ Quarter: _____

KRAs	Major Accomplishments (Performance Indicators, Outputs Achieved, Improved Fund Utilization, Progress Markers)	Major Difficulties (Access/Quality, project Management, Fund Utilization, Relations with Stakeholders)	Lessons Learned (Programs and Projects, Project Management)	Recommendations (Policy Needs, Funds and Financial Management, Project Implementation, Capacity Building)
ACCESS	Highlights for 36 IP teachers LET passers	*Lack of capacity of SH to motivate IP/Muslim parents to send their children to school *Distance and difficult terrain	*Mobilization of teachers to reach out concerned community and parents	*RO to develop internal and external factors to assess the increase and decrease of KPIs *TA how to credit the records of the students/pupils or accelerate pupils under catch-up program *TA on the tools to assess the capacity of SHS and teachers
QUALITY				
GOVERNANCE				

Enclosure No. 4 of Regional Memorandum No. 142, s. 2021

Time Schedule

Quarter	RMEA	DMEA	SMEA/CDTAP	CLMD-CID Convergence
1	April 20, 2021	April 21, 2021	April 22, 2021	April 23, 2021
2	July 13, 2021	July 14, 2021	July 15, 2021	July 16, 2021
3	October 12, 2021	October 13, 2021	October 14, 2021	October 15, 2021
4	January 11, 2022	January 12, 2022	January 13, 2022	January 14, 2022

Cluster Grouping (2 years)

Maka-Diyos	Bislig City Dinagat Islands Surigao City
Maka-Tao	Bayugan City Butuan City Tandag City
Makakalikasan	Agusan del Norte Cabadbaran City Surigao del Sur
Makabansa	Agusan del Sur Siargao Islands Surigao del Norte

Regional Field Technical Assistance Team (RFTAT)

In Regional Memorandum No. 068, s. 2021, the following RFTATs are assigned to the following SDOs to provide TA to address issues and concerns in the implementation of PAPs, to wit:

DIVISION	TEAM LEADER	ASST. TEAM LEADER	MEMBER/ DOCUMENTER
Agusan del Norte	Ms. Fe L. Alegado	Dr. Violeta C. Nunez	Dr. Elmer Augustus Conde
Agusan del Sur	Dr. Gladys S. Asis	Dr. Caroline Guerta	Ms. Meriam Dela Rita
Bayugan City	Dr. Flordelisa R. Dalin	Ms. Ma. Consuelo Jamera	Ms. Junnah B. Tiu
Bislig City	Ms. Carolina M. Niepes	Marlyne M. Villareal	Dr. Elan Elpidang Ms. Rowena Calumpang
Butuan City	Dr. Isidro M. Biol, Jr.	Ms. Maripaz F. Magno	Mr. Roy Rele Ms. Margarita Delima
Cabadbaran City	Dr. Gilbert L. Gayrama	Dr. Celsa M. Cataluna	Dr. Elena N. Capangpangan
Dinagat Islands	Dr. Edmund D. Mendoza	Dr. Jesus Nono	Ms. Abe Naireza Ibano Dr. Adreline Mae Castaños

Siargao	Mr. Bernabe Linog	Mr. Joel Rosales	Mr. Bernard C. Abellana/ Ms. Fe Baring
Surigao City	Ms. Marilyn F. Antiquina	Mr. Jonathan F. Garzon	Mr. Kevin Hope Salvaña
Surigao del Norte	Ms. Elizabeth M. Ysulan	Dr. Marygold C. Silao	Ms. Zenylou F. Buyan
Surigao del Sur	Dr. Alejandro P. Macadatar	Ms. Josephine Chonie Obsenarez	Dr. Virginia A. Sena/ Ms. Mary Christine Odtojan
Tandag City	Ms. Rhea Yparaguirre	Dr. Elizabeth Bautista	Ms. Sheryl Puyo

RO and SDO Participants

ACTIVITIES	PARTICIPANTS
Regional Monitoring, Evaluation, and Adjustment (RMEA)	• Regional Director • Assistant Regional Director • Chiefs of Functional Divisions • Education Program Supervisors • Unit Heads
Division Monitoring, Evaluation, and Adjustment (DMEA)	Regional Office • Regional Director • Assistant Regional Director • RFTAT Division Office • Assistant Schools Division Superintendent • Chief CID and SGOD • Public Schools District Supervisor • SEPS or EPS II M & E • Other SDO personnel
School Monitoring, Evaluation, and Adjustment (SMEA)/Customized Division Technical Assistance Plan (CDTAP)	Regional Office • Regional Director • Assistant Regional Director • RFTAT Division Office • Schools Division Superintendent • Chiefs CID and SGOD • Public Schools District Supervisor • SEPS or EPS II M & E • Other SDO Personnel
CLMD – CID Convergence	Regional Office • Regional Director • Assistant Regional Director • Chiefs of Functional Divisions, CLMD • RO Chiefs • Education Program Supervisors, CLMD Division Office • Schools Division Superintendent • Chiefs CID • Education Program Supervisors of CID