



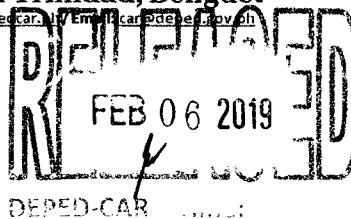
Republic of the Philippines
DEPARTMENT OF EDUCATION
CORABITERRA ADMINISTRATIVE REGION

Wangal, La Trinidad, Benguet
 Website: www.deped-car.gov.ph



February 4, 2019

Regional Memorandum
 No. 051-2019



SUBMISSION OF APPROVED DIVISION BANNER PROJECTS

To: **Regional Office Chiefs and Unit Heads**
Schools Division Superintendents
All Others Concerned
All Divisions

1. Relative to the Project MAIDEN launching and capability building activity conducted, this Office through the Field Technical Assistance Division, requests submission of write-ups of approved Division Banner Projects on or before **February 28, 2019**.
2. Two soft bound and duly signed copies must be submitted through the Records Section of DepEd-CAR addressed to the Regional Director (Attention: Field Technical Assistance Division). SDOs are discouraged from submitting through email.
3. Part of Project MAIDEN is the progress monitoring of each Division Banner Project. To facilitate this process (as agreed upon during the regional meeting on January 25), each Project will be monitored by the FTAD in coordination with the Regional Office Chiefs, thus:

Division	Banner Project	Project Monitoring Team Coordinators	Terms of Reference for the Monitoring Team
Abra	SILNAG (Strengthening Instructional Leadership and a Nurturing Assistance and Governance to Schools)	Atty. Sebastian Tayaban	<ul style="list-style-type: none"> • Reviews Division Banner Project documents • Provides inputs for efficient and effective project implementation • Follows up status of project implementation during quarterly RMEA • Conducts actual field monitoring of project implementation either unannounced or upon request • In lieu of field visits, may conduct focused group discussions to validate smooth implementation of project • Ensures the attainment of the project's goals after every year of implementation for a
Apayao	EAGLE (Empowering Administrators on Governance and Leadership towards Excellence)	Edgardo Alos	
Baguio City	DOVE (Developing Opportunities for Value-laden Education)	Jennifer Ande	
Benguet	GALSA (Good Governance in Addressing Learning Needs for a Significant Achievement)	Agustin Gumuwang	
Ifugao	MUnPAOT TAKO (Making Unified Performance Assistance Operational and Tenacious Towards Achievement of Key Performance Outcomes)	Pio Ecuán	
Kalinga	GANGSA (Giving Assistance to Identified Needs for Greater School Achievements)	Aida Payang	
Mountain	DEAL (Data-driven deliverables:	Emilia Faustino	

Province	<i>Empowering the Advancement of Learners, Leaders and Localities)</i>		period of at least three years • Submits results of field monitoring or FGDs to the ORD through the FTAD
Tabuk City	RICE (<i>Reaching out to Improve Community Learning Centers and Schools for Effective learning outcomes</i>)	Carmel Meris	

4. To ensure progress monitoring of Division Banner Projects, the following timeline shall provide reference:

ACTIVITY	TIMELINE	FACILITATORS
Project MAIDEN Launching and Capability building	January 21 to 25, 2019	Regional Office; R08 Resource Speakers
Division Banner Projects Launching	January 24, 2019	Division Teams
Presentation of Division Banner Projects to SDO personnel for finalization and approval	February 2019	Division Teams
Submission of Finalized and approved Division Banner Project Documents	February 28, 2019	Division Teams
Review of Division Banner Project Documents; Agreements on Progress Monitoring Activities	March 1 to 15, 2019	Regional FTAT
Start of implementation of Division Banner Projects	March 2019 onwards	SDOs
Start of Monitoring of Division Banner Projects	March 2019 onwards	Regional MEA and Field Technical Assistance Teams
<ul style="list-style-type: none"> • Status of Division Banner Projects must be reflected in quarterly RMEA reports 		
<ul style="list-style-type: none"> • Field monitoring by Regional Teams will be done unannounced or may be requested by the SDOs 		
<ul style="list-style-type: none"> • Focused group discussions may be done in lieu of field visits 		
Start of Recognition of best initiatives in the implementation of Division banner projects	December 2019	Regional Office


5. Enclosed in this memorandum are the following:

Enclosure 1: Format for the Finalized Division Banner Project Write-up

Enclosure 2: Project MAIDEN Program Design (for reference)

Enclosure 3: Progress Monitoring and Evaluation Forms

6. Immediate dissemination of and strict compliance to this Memorandum is directed.


MA B. ECLAR, PhD, CESO V
 Regional Director

Tracking Number
1549 443797

ENCLOSURE NO. 1 FORMAT FOR DIVISION BANNER PROJECT WRITE-UP

I. General Program Information	
Project Title:	
Proponent/s:	
Program Description:	
Duration:	
Management Level of Program:	
Delivery Mode:	
Target Personnel:	
Budget Requirements:	
Rationale:	
Program Objectives:	
End-of-Program Outputs:	

II. Program Content Focus					
Content Matrix:					
Objectives	Content	Activity	Duration	Expected Output	

III. Activity Matrix				
Date	Activity	Duration	Persons Involved	MOV
I. Planning Phase				
II. Implementation Phase				
III. Monitoring and Evaluation				

Prepared by:

Recommending Approval:

Superintendent
 (signature/s over printed name/s)

(Assistant Schools Division
 (signature over printed name)

Approved:

(Schools Division Superintendent)
 (signature over printed name)

ENCLOSURE NO. 2 PROJECT MAIDEN PROGRAM DESIGN (for reference)

I. General Program Information	
Project Title:	Project <i>MAIDEN</i> (Management Assistance to Identified Development and Enhancement Needs of Schools)
Proponent:	FTAD c/o Carmel F. Meris
Program Description:	Capacitating Educational Leaders to become Transformational Leaders
Duration:	5-day training/ School Year round implementation
Management Level of Program:	RD, ARD
Delivery Mode:	Formal Face-to-Face (F3) Training followed by Job-embedded Learning (JEL) components of the program
Target Personnel:	8 Superintendents/ASDSs, Division SGOD and CID Chiefs, Division PSDS, Regional Division Chiefs and EPS
Budget Requirements:	(attached)
Rationale:	<p>DepEd-CAR is a developing Region in terms of performance outputs in the educational realm. In its quest to continue soaring higher, it has conceptualized this project to institutionalize sincere educational accountability among its leaders from the regional to the school levels.</p> <p>With Project MAIDEN and aligned with DepEd's Vision, Mission, and Goals, it is hoped that all schools would perform as expected or even beyond.</p> <p>The results of the Oplan Balik Eskwela (OBE) reveal that a significant number of schools were deprived of several services which affect the school operation. The need for an immediate intervention or technical assistance from RO and SDO management is indispensable.</p> <p>By technical assistance, we mean the provision of coaching and mentoring support, conduct of training, or sharing of technical expertise to address a specific concern or issue.</p> <p>Experts agree that TA provision should be ongoing, rather than a one-time event, and that the nature of the TA should reflect the needs of the participants and the life cycle of the intervention. Ongoing TA promotes learning and reinforces skills. It includes regular communication through both individual and group meetings, and can be on site, by phone, or in web-based settings (Christopher et al., 2014; Fisher et al., 2014; Hunzicker, 2010; Lauer et al., 2014). TA is more effective when content and method align with the life cycle of the intervention. In early stages the focus should be on organizational capacity building. TA then shifts to innovation-specific capacity building during implementation phases, and then to a focus on stability and sustainability for long-term success (Katz & Wandersman, 2016). The concept of pro-active TA, as characterized by Wandersman and colleagues (2012), highlights the need to reach out to</p>

	provide assistance even before a call for help comes from a practitioner.
Program Objectives:	<ol style="list-style-type: none"> 1. To capacitate RO and SDO educational leaders with the knowledge, skills, attitude and values needed as they mentor and provide technical assistance to School Heads; 2. To develop a culture of support among educational leaders through professional learning community; and 3. To institutionalize projects at the Division level that would help improve School Leadership or School-Based Management and overall learning outcomes.
End-of-Program Outputs:	<ol style="list-style-type: none"> A. Formal Face-to-Face Component: <ol style="list-style-type: none"> 1. Knowledge and Skills: Create a training and program design to focus on making technical assistance work effectively through Division banner projects 2. Attitude and Values: <ul style="list-style-type: none"> • Transformational thinking • Focused goals and directions • Organizational reform driven B. Job-Embedded Learning Component: <ol style="list-style-type: none"> 1. Knowledge and Skills: <ul style="list-style-type: none"> • Implement effective technical assistance strategies through the Division banner projects • Monitor and evaluate the Division banner project 2. Attitudes and Values: <ul style="list-style-type: none"> • Develop functional technical assistance strategies and better management principles • Strengthen and heighten harmonious and committed academic encounters of stakeholders

II. Program Content Focus				
Content Matrix:				
Objectives	Content	Activity	Duration	Expected Output
Formal Face-to-Face Component				
<i>Knowledge and Skills:</i> -Create a training and program design for a Division banner project	Localization	Workshop	1 week	Program Design Draft
<i>Attitudes and Values:</i> -Transformational Thinking -Focused goals and directions -Organizational reform driven	Project rationale Project objectives Program outputs/outcomes	Workshop Workshop Workshop	1 week	Program Design Draft

Job-embedded Learning Component (JEL)				
Knowledge and Skills: -Implement a Division banner project -Monitor and evaluate a Division banner project	School community strengthening	Project implementation Project evaluation	Throughout the school year	M and E Report
Attitudes and Values: -Develop better management principles -Strengthen and heighten harmonious and committed academic encounters of stakeholders	HR Management Address local needs/Stakeholder empowerment	Project implementation	Throughout the school year	M and E Report

III. Activity Matrix				
Date	Activity	Duration	Persons Involved	MOV
A. Planning Phase				
January 2019	Presentation of Project MAIDEN to the regional staff for critiquing and establishing ownership	Half day	RD/ARD/Functional Division Chiefs/EPSSs	Program Design
	Workshop for CID and SGOD personnel from all Divisions: 1. Environmental scanning to identify needs on quality and relevance, access and governance	1 day	CID/SGOD	KPI's per Division
	2. Program designing and creation of a Division banner project	2 days	CID/SGOD	Program Matrix
	3. Presentation and critiquing of Division banner project proposals	1 day	CID/SGOD	Program Matrix
	4. Polishing of Division banner project ready for regional launching	1 day	CID/SGOD	Program Matrix
B. Implementation Phase				
January 2019	1. Regional launching of each Division banner project	1 day	SDS/School Heads	Prog. Matrix/ Documentation/ Attendance
	2. Creative presentation of each Division banner project	1 day	SDS/School Heads	Documentation/ Attendance
February to March 2019	3. Division level launching of the Division banner project	1 day	SDS/PDO/School heads	Documentation/ Attendance
January	4. Implementation of			Documentation

2019 onwards	Regional project banner			
March 2019 onwards	5. Implementation of Division banner projects			Documentation
C. Monitoring and Evaluation				
March 2019 onwards	1. Regional FTAT monitors the Division level implementation (progress monitoring)	Implementation phase	ORD/RO Chiefs/RO EPSs	Accomplished Progress Monitoring Form; Narrative report of activities conducted; Results of Focused Group Discussions
March 2020	2. Results monitoring of the effectiveness of the banner projects after a year of implementation	After a year of implementation	ORD/RO Chiefs/RO EPSs	Accomplished Results Monitoring Form; Results of FGDs
March 2022	3. Impact evaluation after three years of implementation (were the goals achieved?)	After three years of implementation	ORD/RO Chiefs/RO EPSs	Accomplished Impact evaluation form; Research; Results of FGDs
December 2019; Dec 2020; Dec 2021; Dec 2022	4. Recognition of best initiatives in the implementation of Division banner projects	Annual recognition	ORD/RO Chiefs/RO EPSs	Results of M and E/FGDs; Narrative reports

**ENCLOSURE NO. 3 PROGRESS MONITORING AND EVALUATION FORMS
(IMPLEMENTATION PHASE)**

Project MAIDEN M and E Form 1

FIRST QUARTER MONITORING			
Division			
Name of Banner Project			
Quarter			
Monitoring Strategy (please check)	<input type="checkbox"/> Field Monitoring	<input type="checkbox"/> Focused Group Discussion	
	<input type="checkbox"/> RMEA	<input type="checkbox"/> Others (pls. specify) _____	
NO	QUESTIONS	DIVISION TEAM RESPONSE	M/E TEAM REMARKS
1	What activities are now being undertaken to implement the Division Banner Project?		
2	Are these activities aligned with the overall goal and specific objectives of the project?		
3	What challenges were experienced while the project is being implemented? How were these challenges handled?		
4	Were there realizations brought about by these challenges?		
5	What are the school banner projects designed from your Division banner projects?		
6	How do you plan to monitor the school banner projects?		
7	What specific technical assistance do you need from the Regional Office as you implement your specific project?		
8	Are there other issues you wish the RO to address?		
Notable observations:			

Monitoring Team: (names and signatures)

Date of monitoring: _____

Submitted to: (FTAD) Received: (FTAD)

SECOND TO FOURTH QUARTER MONITORING		
Division		
Name of Banner Project		
Quarter		
Monitoring Strategy (please check)	<input type="checkbox"/> Field Monitoring <input type="checkbox"/> RMEA	<input type="checkbox"/> Focused Group Discussion <input type="checkbox"/> Others (pls. specify) _____
QUESTIONS	DIVISION TEAM RESPONSE	M/E TEAM REMARKS
At what stage are you now in re the implementation of the Division Banner Project?		
Are there issues you have encountered so far? How did you handle these issues?		
What assistance have you provided to the schools in their project implementation? (Specify school, the project, and assistance provided by SDO)		
Are you now feeling the gains of your project? (specify some gains of the project)		
Were your TA requests from the RO addressed?		
Are you satisfied with the RO's response to your request/s? Are there suggestions for better TA provision from the RO?		
Notable observations:		

Monitoring Team: (names and signatures)

Date of monitoring: _____

Submitted to: (FTAD)

Received: (FTAD)