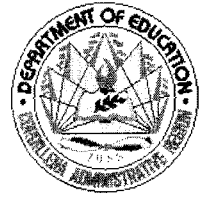


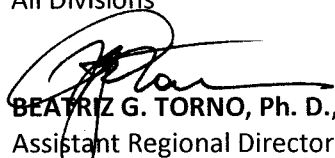


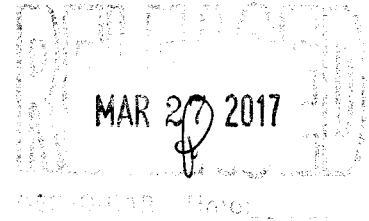
Republic of the Philippines
DEPARTMENT OF EDUCATION
CORDILLERA ADMINISTRATIVE REGION
Wangal, La Trinidad, Benguet



Regional Memorandum No. **100**s-20**17**

To: Schools Division Superintendents
All Divisions

From: 
BEATRIZ G. TORNO, Ph. D., CESO IV
Assistant Regional Director
Officer In-charge
Office of the Regional Director



Date: March 17, 2017

Subject: **Submission of the 2017 Division Technical Assistance (TA) Plan**

1. To facilitate the provision of Technical Assistance to schools the Schools Division Offices are requested to submit their Division Technical Assistance Plan (DTAP) for Calendar Year 2017. The herein attached issues and concern that surfaced in the exit conference during the validation visits are strongly recommended for inclusion in the said plan.
2. The Division Technical Assistance Plan (DTAP) shall be submitted to the DepEd CAR, Attention: Field Technical Assistance Division (FTAD) on or before **April 7, 2017** for reference thru e-mail address ftad.depedcar@gmail.com . The DTAP should follow the attached template.
3. Immediate dissemination and compliance to this memorandum is desired.

SUMMARY OF ISSUES AND CONCERNS
(From RMEA Report and Validation Visits to Schools)

ISSUES & CONCERNS	OBSERVATION/REMARKS	Possible interventions/Guide	
		TA (REGIONAL OFFICE)	TA (DIVISION OFFICE)
ABRA			
<p>Large number of students failing in science and English during the first semester</p> <p>Low performance in NAT result in science</p>		<p>Regional Guidelines/ Policies on the standardization of assessment tools</p>	<p>Training-Workshop in Science for the Secondary and English for elementary teachers</p> <p>Delivery of instructional Strategies Localizing Assessment processes</p>
Limited knowledge in doing research	No research was conducted	Conduct trainings on research preparation and revisions	<p>Conduct trainings on research preparation and revisions</p> <p><i>Identify and coordinate with potential community as laboratory for research (school level)</i></p>
Schools need to meet the higher level of SBM qualification (Maturing level)	Schools remain in the developing stage	<p>Training on SBM Implementation to update the division on SBM level of Practice</p> <p>Localized SBM Monitoring Tool</p>	Training on SBM Implementation to update the division on SBM level of Practice
<p>Overlapping activities (SDO, RO, CO)</p> <p>Delayed and poor dissemination of communication</p> <p>Failure to get memo</p>	<p>Some activities are not attended by identified participants</p> <p>Late delivery of issuances. Limited time to make adjustments resulting to non attendance.</p>	<p>Proper coordination with concerned personnel</p> <p>(Activities were already calendared)</p> <p>Facilitate the distribution of communication</p>	<p>Proper coordination with concerned personnel</p> <p>Facilitate the distribution of communication</p>
Updates on Step Increment	Many teachers did not receive their salary step increment	Follow-up/Updates on teachers' Step Increment	Data report on teachers entitled for STEP increment
Only one SPED center (Request for the opening of other offerings- Visual and Speech difficulty)	The school is serving two (2)-Graded with 183 K-G5 learners and non-graded of: Autism-7; ID-12; CD- 3 (pull out system); ADHD-mainstreamed		
Apayao			
Issue on	Geographical location of		

dissemination			
Overlapping activities	Too many programs and activities for implementation -Limited funds for programs implementation and monitoring	Coordination with other offices on the conduct or implementation of activities (Calendaring of Activities was already done)	Coordination with other offices on the conduct or implementation of activities (Calendaring of Division Activities)
SBM level of implementation	Majority of both the elementary and secondary schools are still under the developing level of SBM implementation		Division Office to plan for interventions to assist schools improve level of SBM implementation
Salary in the service record does not tally with the present salary rate (terminal leave benefits)		(Admin)	Advise in-charge to update service records
Developed 191 big books, 27 SIM, other IMs but some are not used/uploaded in the LRMDS for use	Slow QA at the Division Office and regional Office	Advise in-charge to fast track the QA of these developed Learning resources (LRMDS)	Advise in-charge to fast track the QA of these developed Learning resources
141 elementary and 27 secondary schools have SIP but 108 elementary and 19 secondary schools have AIP	Some school heads were just reassigned to schools Some schools are still on the process of integrating recommendations in their SIP		Suggested: School Head Induction Program for newly promoted School Heads
Some schools have the intention for accreditation		Request for Capability building on Philippines Accreditation System for Basic Education (PASBE) – Under the SBM	
No funds for monetization and payment of loyalty pay		Follow-up request from DBM (Finance)	Request funding from DBM (Process?)
Specific indicators for quarterly MEA report should be given	Too much time is consumed in giving all the data not included	RMEA tool per quarter (Not all in one)	
Some TICs are not included in the SHDP Foundation Course			Request for Capability Building for TICs
Identification of excess teachers was based on the June enrolment not July when most of the students are enrolled.		Can there be a regional policy on the opening of classes for Apayao? Can region request that basis of identification of excess teachers be the July month enrolment?	Can SDO submit number of excess teachers on August due to this situation?
Monthly Conduct of Administrators' and Supervisors' Conference	Serves as a means of information dissemination; reporting of performance and		Benchmarking of performance, Sharing of ideas, Solving of issues and

	<i>issues/concerns</i>		<i>concerns</i>
Baguio City			
Overlapping activities	Unscheduled Activities disrupt schedule activities	Regional calendar of activities for dissemination to SDOs	Prepare the Division and School Calendar of Activities
	Topics were general/ common (instead of specialization)		Prioritize programs and trainings
Lack of Understanding in LRMDS	Awareness of the Field regarding LRMDS	LRMDS Orientation for School Heads?	School to School / District Tech Assistance in the Orientation of LRMDS
Involvement of some teachers in Regional activities leaving their classes under the care of other teachers with seat works prepared (like CARAA, other competitions)	Students are left unsupervised since the teachers looking after them have also classes	Maximize the participation of subject teachers related to said regional competitions	SH heads should confirm the participation of their teachers before the approval of issuances regarding the matter
Simultaneous conduct of Regional Festival of Talents of the different learning areas	One time conduct of the activity result to shorter time of teachers involved in leaving their classes	Regional Guidelines for the RFOT	Division Guidelines for the Division FOT
School heads are burdened with the filling up of forms required by the different functional divisions in the region		RMEA (Report on a quarterly basis)	SMEA/DsMEA/DMEA (Report on a quarterly basis)
No continuity in the RMEA-Only data gathering		Dissemination of RMEA findings (Both Regional memorandum and Man com presentation)	Dissemination of DMEA findings (Both Division memo and Division Man com)
Improvement of the Criteria for the selection of best performing school		Request for the inclusion of SBM level of implementation	
SMEA and DsMEA are not conducted	Limited knowledge on the use of the MEA Technology	Orientation on the conduct of SMEA and DsMEA technology	Orientation on the conduct of SMEA/DsMEA technology
Benguet			
Large number of failure in science, English and Math for the first semester of the SY	Environmental factors, family & individual related reasons		M&E of schools with this issue for TA
Division SBM level of practices not identified	No data on SBM level of practice	SBM implementation training/orientation	SBM implementation training/orientation
Decreasing Enrolment in some schools	Distance from home to school; Transfer of residence for possible source of income		M&E of schools with this issue for TA if needed

	<p>Stay with older siblings in high school in other municipalities;</p> <p>Strict implementation of the age qualification for Kindergarten and Grade I</p> <p>Parents transfer their children to other schools due to multi grade classes</p>		
Two permanent and one LGU paid teachers are teaching subjects not their specialization			SDOs to give advise to school heads regarding loading of teachers and hiring
No School Governance Council's data available in the SDO			Require submission of SGC data for reference
Declining school performance			<p>Closer supervision of school heads on teachers and learners' needs. <i>(School)</i></p> <p>Closer supervision of EPS on School Heads for technical assistance <i>(DO)</i></p> <p>Updating teachers and school heads on classroom instructions during IMES, INSETs, LAC sessions, district meetings, etc.; <i>(Both School and Division level)</i></p>
Cannot fully monitor and evaluate the implementation of IPED	Absence of a M&E tool	Development of a Regional Monitoring and Evaluation tool for IPED which will serve also as a model for division IPED M&E	
Ifugao			
Non-familiarity of teachers on the IPDP			
Limited expertise on documentation	Absence of supporting documents for significant accomplishments		
Kalinga			
There are 56 teachers teaching subjects not their specialization			SDOs to give advise to school heads regarding loading of teachers and hiring
All schools are on the developing level of		Training on SBM Implementation to	Training on SBM Implementation to

SBM implementation (160 Elem and 30 Secondary)		update the division on SBM level of Practice	update the division on SBM level of Practice
Mt. Province			
Many activities with the same participants are conducted simultaneously both in the Division and Regional Offices	Overlapping activities required in the region and division consumes a significant number of time supposed to be used to deliver results in the classroom and in the division	Suggested: RO to minimize call ups for division personnel to attend meetings / activities	
Lack of assessment tools to determine proper placement of Children with Disability (CWD).		Assessment tool for proper placement of children with disability (RO/CO)	
SPED teachers need trainings and updates to be attuned with the trends in handling special education		Training of SPED Teachers	Training of SPED Teachers
SARDOs/PARDOs prefer the ALS rather than undergoing ADM.		Regional Policy on dropping out of students ADM reorientation	ADM reorientation
On Liquidation: Incomplete liquidation report Liquidation reports are not accepted when schools do not comply with the proper and complete documents	Some schools do not submit liquidation reports on time despite reminders Turnovers between new and out-going school heads are slow.	Regional Policy on submission of liquidation reports Updates/Orientation on the preparation of liquidation report to minimize	Suggested: Imposition of sanctions/disciplinary actions to school heads who do not comply with the requirements during the turnover
Tabuk City			
M&E of the impact of the PAPS to the beneficiaries	Doing the PAPS may not benefit the clients/subject		Action Research?
96 schools under developing level and 4 schools under the maturing level of SBM Implementation	Promotion of Principals result to the creation of clustered principals handling 5-6 schools thus affecting level of SBM implementation	Orientation/Training on SBM Implementation to update the division on SBM level of Practice	Orientation/Training on SBM Implementation to update the division on SBM level of Practice Deployment of Teacher-In-Charge (TICs)
Some developed IMs are not validated	Some teachers are not aware of the validation process for IMs/LRs		All Trainings to be conducted should be needs-based
Some schools visited conducted development training	Time constraint School heads are busy with other important		Preparation of calendar of activities (Both schools and Division)

not based from consolidated IPDP	activities		Office)
Limited/no Mode of verification for DO and schools accomplishment	Schools do related activities but lack supporting documents of their accomplishment		Documentation of all activities conducted for reference Orientation on Documentation?

Consolidated by:

Field Technical Assistance Division

