Republic of the Philippines
Department of Education
Cordillera Administrative Region

July 9, 2020

REGIONAL MEMORANDUM
NO. 196 . 2020

RELEASED
JUL 14 2020
DEPED-CAR

TO: **Assistant Regional Director**
Regional Office Chiefs and Unit Heads
Schools Division Superintendents
All Divisions
All Others Concerned

REGIONAL GUIDELINES ON CURRICULUM IMPLEMENTATION, MONITORING, EVALUATION, ASSESSMENT, and PROVISION OF TECHNICAL ASSISTANCE THROUGH PROJECT MAIDEN

1. Pursuant to DepEd Order No. 021 s. 2019 which provides the ***Policy on the K TO 12 Basic Education Program***, DepEd-CAR through the Curriculum and Learning Management Division, issues these Regional Guidelines on Curriculum Implementation, Monitoring, Evaluation, Assessment, and provision of Technical Assistance (IMEA-TA) through Project MAIDEN (Management Assistance to Identified Development and Enhancement Needs of Schools).

2. These guidelines shall provide clearer direction relative to the conduct of supervisory support mechanisms by Regional Office personnel to the Schools Division Office.

3. Immediate dissemination of and strict compliance with this Memorandum is directed.

MAY B. ECLAR PhD, CESO V
Regional Director

CLMD/CFM/ehm

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I. Rationale

Section 3 of Batas Pambansa BLG. 232, *"An Act Providing for the Establishment and Maintenance of an Integrated System of Education."*, specifically states that "The state shall promote the right of every individual to relevant quality education." Pursuant to this, and through the guidance of DepEd Order no. 021, s. 2019 which provides the National Policy Guidelines on the K to 12 Basic Education Program, DepEd-CAR as a developing region in terms of performance outputs in the educational realm in its quest to continue soaring higher, has conceptualized this project to institutionalize sincere educational accountability among its leaders from the regional to the school levels.

More importantly, this regional initiative is in response to the strategic direction of DepEd dubbed as Sulong Edukalidad and DepEd Secretary Leonor Briones' reminder that "...our constitutional mandate is to provide every Filipino learner not only access to education but to basic QUALITY education," the Regional Office has initiated Project MAIDEN as its contextualized support mechanism provided to SDOs in achieving DepEd's vision, mission, and overall goal of achieving quality learning outcomes.

By support mechanism, we mean guidance in curriculum implementation, monitoring, evaluation, assessment, and provision of technical assistance.

This support mechanism shall be collectively named as Project MAIDEN...IMEA-TA. For further clarification on its framework and logo, Appendix 1 provides the explanation.

II. Policy Statement

This guideline shall provide direction to the Regional Office Functional Divisions and Schools Division Offices in conducting supervisory support mechanisms relative to curriculum implementation, monitoring, evaluation, assessment, and provision of technical assistance to all public and private elementary and secondary schools, including ALS Community Learning Centers and SPED Centers in the region.

III. Purpose and Scope of the Guidelines

The guidelines do not intend to amend, modify, or change the guidelines issued by the Department, but shall be used as basis to facilitate curriculum implementation, monitoring, evaluation, assessment, and provision of technical assistance. It shall provide common understanding on these activities relative to curriculum management through Project MAIDEN.

Goal:

To institutionalize a support mechanism in curriculum implementation, monitoring, evaluation, assessment and provision of technical assistance that would help improve overall learning outcomes.

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Objectives:

Specifically, the Project MAIDEN...IMEA-TA shall:

a. Address curriculum implementation gaps through analysis of data-driven and validated reports on learning outcomes arising from regional assessment and from monitoring and evaluation results;
b. Provide technical assistance by coming up with logical, practical, and coherent solutions or interventions to data-driven issues on learning outcomes; and
c. Set the strategy towards attaining a policy agenda that will facilitate positive change and achieve excellence in learning outcomes.

IV. Definition of Terms

Activity- Work that is done to carry out the strategy and achieve the objective.

Assessment- Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs that may be present as elements in the plan or mechanism.

Evaluation- Making of a judgment to gauge the value or level of quality of the plan or mechanism.

Implementation- It is the process of putting a plan and system into effect or an act of starting to use a mechanism for a desired outcome.

Inclusive Education-The right to education for all means including all in education systems, irrespective of gender, origin, economic status, language or disability

Learning Delivery – It is the process of an effective transfer of knowledge, skills and the right attitudes to the learners by the learning institution in general or by the teacher in particular. Any effective way or system used in order to facilitate learning and development or a learning platform brought to life by skilful instructors

Mechanism- It is an established process or structure through which a plan or purpose is accomplished.

Monitoring- It is the process of observing and checking the progress or quality of the plan or mechanism.

Strategy- It is a careful plan or method employed to achieve a goal or objective.

Technical Assistance-The Technical Assistance Manual of the Field and Technical Assistance Division describes this as any form of professional help, guidance or support provided after monitoring, evaluation, and assessment with the primary aim of directing personnel to be more effective in the performance of their functions and in attaining organizational goals, objectives, vision, and mission. It is an active process with steps to follow; makes use of tools, via process consultation, requires specific skills and

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focuses on achieving set goals. It is also a journey, reminding SDOs of their prime responsibility and accountability as well respecting their capability and pace.

V. Guidelines and Procedures

A. Components

Project MAIDEN...IMEA-TA shall focus on adherence to the following components:

1. Curriculum Implementation along the following programs and projects:
   i. Inclusive Education
      - Indigenous Peoples Education
      - Special Education
      - Alternative Learning System
      - Madrasah Education Program
   ii. Multigrade Education

2. Monitoring the improvement of Learning Delivery with focus on:
   i. Improvement of reading and writing in English and Filipino through project READ to LEAD.
   ii. Improvement of performance in all learning areas.
   iii. Efficient use of Distance Learning Delivery Mode as the learning delivery mechanism in CAR
   iv. Integration across learning areas

3. Evaluation and Utilization of Learning Resources
   i. Quality assurance of contextualized learning resources aligned to K to 12 competencies needing significant learning focus based on the Regional Assessment Test
   ii. Extensive utilization of available learning resources from various official platforms such as but not limited to the DepEd LR Portal, DepEd Commons, and others.

4. Assessment of Learning Outcomes
   i. Conduct of the first Regional Assessment Test in English, Filipino, Science, and Math for grades 7 and 11 regular and ALS learners
   ii. Analysis of results from the first Regional Assessment Test

5. Technical Assistance
   i. Provision of technical assistance in addressing curriculum concerns or issues resulting from monitoring and evaluation or from emergency situations like calamities, disasters, epidemic, pandemic

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ii. Provision of technical assistance in addressing curriculum concerns or issues during emergency situations like calamities, disasters, epidemic, pandemic, and the like

iii. Provision of technical assistance in the development of interventions to address gaps resulting from assessment.

B. Strategies

To be able to realize each of the components, a three-year implementation plan is attached in Appendix 2 to provide a roadmap for the Regional Office.

Moreover, the following strategies shall provide guidance to the Divisions in implementing Project MAIDEN...IMEA-TA:

- ***Implementation may be done through***:

1. Direct execution or adoption-It is adopting this mechanism by the Schools Division Offices without having to introduce changes. This can be possible only after a review of this mechanism by a certain SDO and found it to be in order and appropriate.

2. Contextualization-For best result, this mechanism can be localized, indigenized or both to suit the need of the learners in general or in accordance with the Indigenous Knowledge Systems and Practices (IKSP) of the Indigenous Cultural Communities (ICCs) in particular.

- ***Monitoring and Evaluation may be done through the use of***:

1. Monitoring Tool Gathering Data - Monitoring tool gathering data through online or hardcopy-it is an easy and practical way of gathering information from the field. However, it would need frequent follow-up when it comes to collecting data forms.

2. Field Monitoring - Actual visit to SDOs. It is also a way of verifying or validating the authenticity of data provided by the field and an opportunity for providing on the spot technical assistance when needed.

3. Convergence or Kumustahan - A way of monitoring through a regional gathering of focal persons and accountable personnel of the different learning areas, special concerns and programs to discuss PAPs alignment, directions, progress, issues and concerns, ways forward among others.

4. Workshop or Focused Group Discussion - this may be done specially for analysis of gathered data to ensure reliability of results.

5. Walk-in - In some cases, field personnel visit focal persons for specific concerns. When this happens, persons in-charge of the PAPs take chances to discuss resolutions to matters at hand based from the reliable feedback from the client.

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➢ ***Assessment may be conducted through***:

1. Paper and Pencil Tests
2. Reflections

➢ ***Technical Assistance may be any of the following***:

1. Upskilling or reskilling (capability building)
2. Conducting consultation
3. Regional Field Technical Assistance Team (RFTAT)-As member of the RFTAT, focal persons may request available information from the team to further guide them in the accomplishment of the goals set.
4. Direct – TA may be provided directly to the personnel or group needing guidance or support.
5. Requested – TA may be requested by the personnel or group needing guidance or support.

C. Roles and Responsibilities of Governance Levels

The following are expected roles and responsibilities from each governance level:

1. Regional Office: Through the CLMD, the RO shall issue a regional guideline on curriculum implementation, monitoring, evaluation and assessment through project MAIDEN; Consolidates SDOs' contextualized IMEA-TA mechanism; monitors, evaluates, assesses and provides technical assistance if necessary and submits accomplishment report to Central Office if required. Results of the M and E shall be reported during the RMEA for analysis and possible TA. Template for the accomplishment report may be accessed through Annex 9 of RM 237, s. 2019.

2. Schools Division Office: Through the Curriculum Implementation Division, every SDO shall develop their own IMEA-TA mechanism to be known as their Division Banner Projects, applicable to their contexts; submits copy of contextualized IMEA-TA Mechanism to the Regional Office; monitors, evaluates, assesses and provide TA to the District Office using the IMEA-TA as a mechanism; submits accomplishment report to the Regional Office. Results of the M and E shall be reported during the DMEA for analysis and possible TA.

3. District Office: Through the Public Schools District Supervisors, the District Offices shall monitor schools under their jurisdiction in the implementation of their IMEA-TA Banner Projects using Project MAIDEN: IMEA-TA as a mechanism; submits accomplishment report to the Division Office. Results of the M and E shall be reported during the DisMEA for analysis and possible TA.

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4. School: Through the School Heads, schools shall implement their IMEA-TA Banner Projects guided by Project MAIDEN as a mechanism and provides feedback. Results of the M and E shall be reported during the SMEA for analysis and possible TA.

VI. Monitoring and Evaluation

Monitoring and Evaluation shall be done by the Curriculum and Learning Management Division using the attached tools in Appendices 3 and 4.

Results of the monitoring activities shall be reviewed by the Field Technical and Quality Assurance Divisions for improvement and for future reference.

VII. Effectivity

This policy shall take effect immediately upon approval. The Regional Office, Schools Division Offices, and Schools shall adhere to and shall develop specific rules and procedures to implement this policy relative to their context.

References

Batas Pambansa BLG.232, "An Act Providing for the Establishment and Maintenance of an Integrated System of Education."

Department of Education Order No. 021, s. 2019, "Policy on the K to 12 Basic Education Program."

Department of Education-Cordillera Administrative Region Order No. 017, s. 2019, "Conduct of the Project Maiden Launching and Capability Building."

Department of Education-Cordillera Administrative Region Office Memorandum No. 014, s. 2020, "Curriculum and Learning Management Division to Implement Project MAIDEN as DepED-CAR's initiative in the attainment of Quality Basic Education."

Philippine Information Agency, "Sulong Edukalidad: DepEd's Battlecry Moving Forward," https://pia.gov.p

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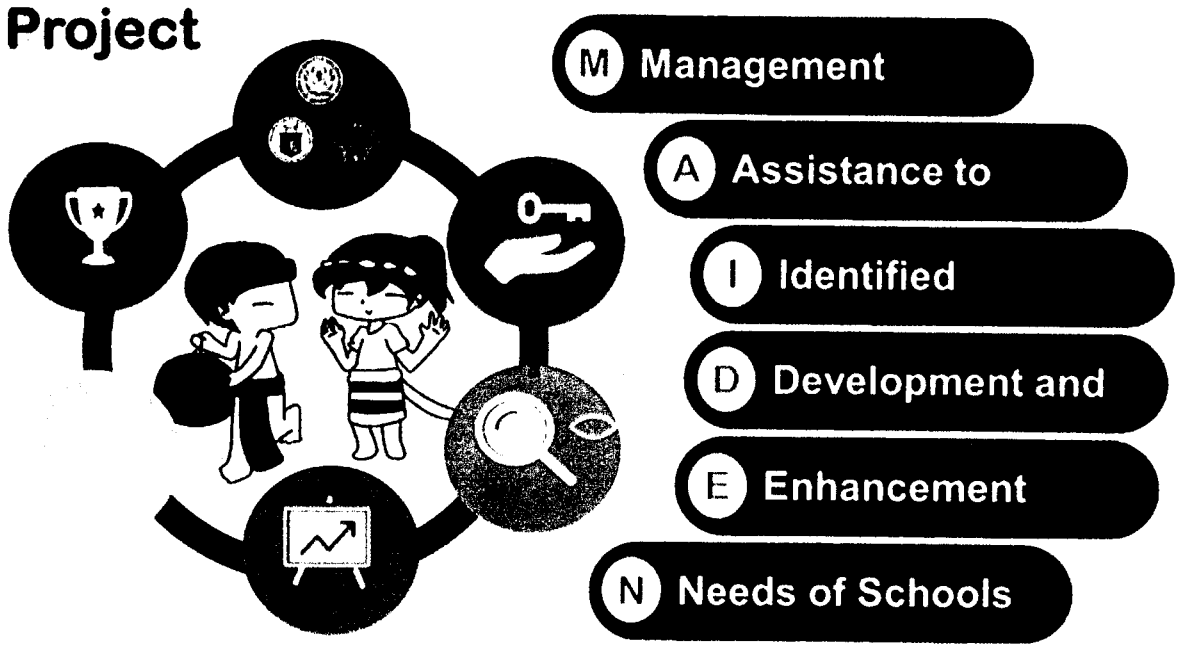
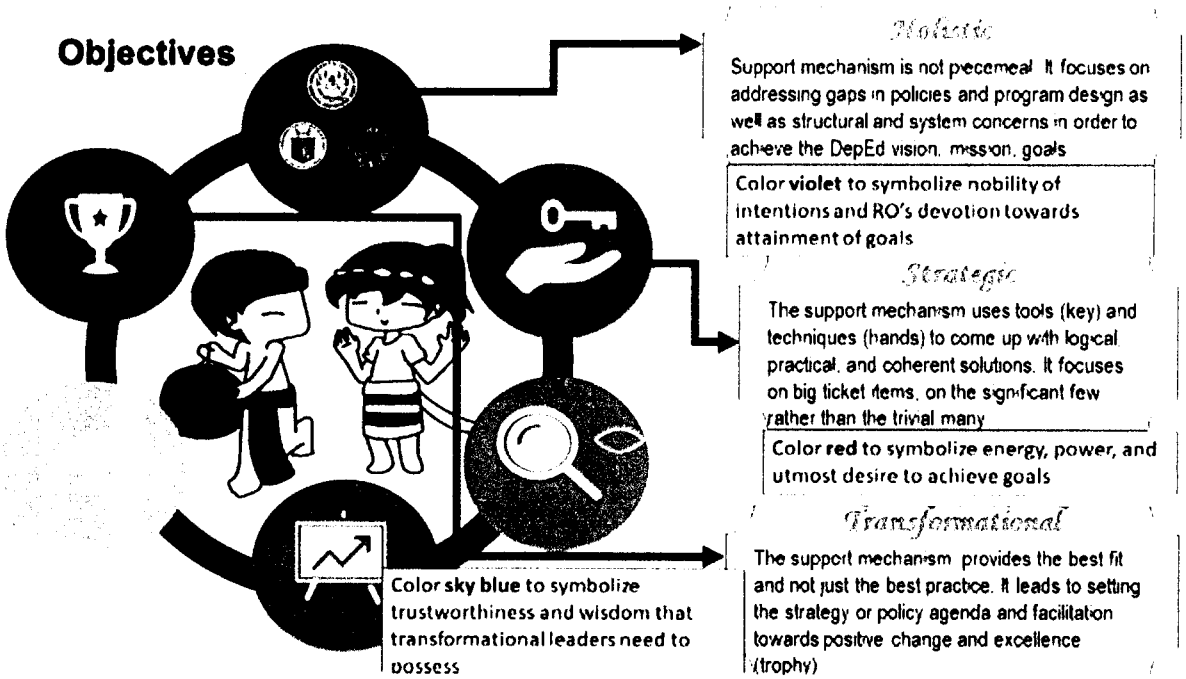
APPENDIX 1

ALL ABOUT THE PROJECT MAIDEN: IMEA-TA LOGO





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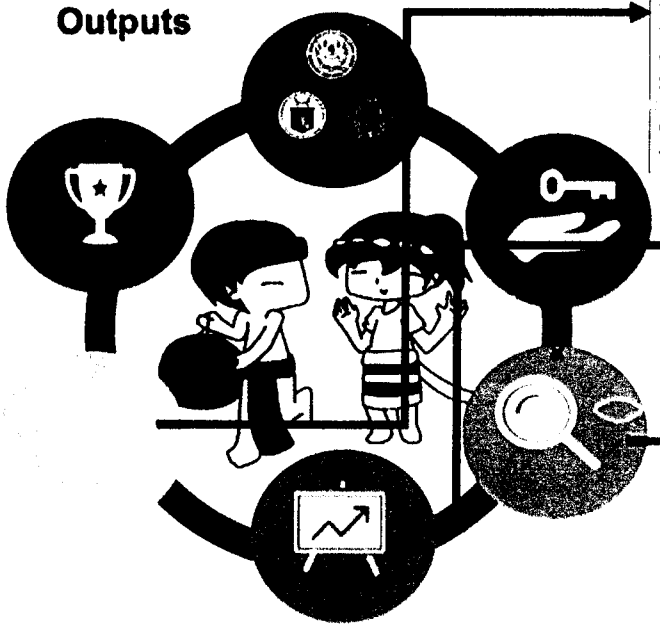
Outputs



IMPLEMENTATION
Consistency with the strategic directions and desired outcomes outlined in the Regional Plans symbolized by the bulb because planning brightens our directions

Color **yellow** to symbolize brightness and optimism that plans will prosper

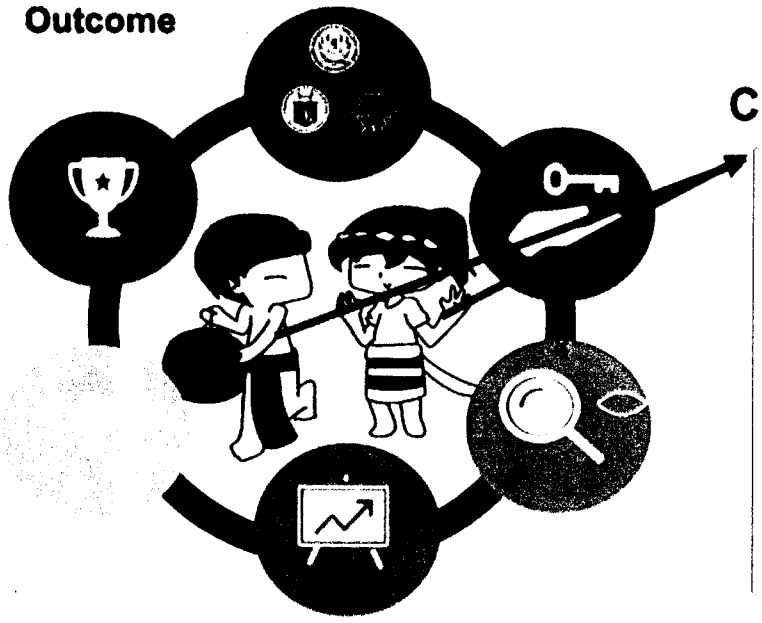
TECHNICAL ASSISTANCE
Holistic, timely, and needs driven assistance that will facilitate (arrow) immediate adherence to national and policies, programs, and systems

Color **green** to symbolize hope for TA to really address gaps

MONITORING, EVALUATION, ASSESSMENT
Timely and evidence-based outcomes that will allow immediate adaptation of national policies, programs, and systems; symbolized by magnifying glass to mean CLMDs MEA efforts

Color **orange** to symbolize CLMD's determination to implement M, E, and A

Outcome



Cordilleran Learners

"We dream of Cordilleran learners who will be future leaders and IKSP holders of their communities, whose values and competencies contribute to their community's cultural integrity and identity as they continue to interact with other culture, peoples, and identities." (RO 009, s. 2018)

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Focus Areas

All CLMD PPAs (8 Learning Areas, Kindergarten, LRMDS, Inclusion Programs, Special Interest Programs) need to integrate their processes or mechanisms to allow a more effective and efficient performance of expectations set

Color **blue** to symbolize depth and stability in the interrelationships between and among the CLMD PPAs

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APPENDIX 2

THREE-YEAR IMPLEMENTATION PLAN OF PROJECT MAIDEN: IMEA-TA

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
A. Curriculum Implementation								
1. Inclusive Education								
i. IPEd *Integration through the Para-curriculum	All 8 SDOs to efficiently implement IPEd as evidenced by integration strategies included in the para-curriculum	Orientation; Monitoring	Workshop; Issuance of regional guidelines; Field monitoring	RO to monitor implementation of integration across all 8 SDOs	RO to monitor sustainability across all 8 SDOs	RO to monitor and evaluate gains from the implementation by all 8 SDOs	Human: RO Training and Monitoring Team Physical: Workshop materials; Transportation services Financial: RO MOOE for board and lodging and supplies and transportation expenses	-All 8 SDOs oriented on the para-curriculum -All 8 SDOs implement the para-curriculum
ii. Special Education	All teaching and learning opportunities provide for a diversity of	Orientation; Monitoring	Workshop; Issuance of regional guidelines;	RO to monitor implementation of inclusive education for	RO to monitor sustainability of the inclusive education for	RO to monitor and evaluate gains from the implementation by all 8 SDOs	Human: RO Training and Monitoring Team	-All 8 SDOs oriented on the regional inclusive education for

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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
	learners' needs		Field monitoring	SPED by 8 SDOs	SPED by all 8 SDOs		Physical: Workshop materials; Transportation services Financial: RO MOOE for board and lodging and supplies and transportation expenses	SPED guidelines -All 8 SDOs implement the guidelines
iii. ALS 2.0	Provide quality non-formal and informal source of knowledge and skills to all types of learners who are not able to complete formal education	Upskilling; Monitoring	Workshop; Field Monitoring	RO to monitor implementation by 8 SDOs	RO to monitor sustainability by all 8 SDOs	RO to monitor and evaluate gains from the implementation by all 8 SDOs	Human: RO Training and Monitoring Team Physical: Workshop materials; Transportation services Financial: RO MOOE for board and lodging and supplies and transportation expenses	-All 8 SDOs oriented on the ALS 2.0 -All 8 SDOs implement the guidelines
2. Multigrade Education	Provide quality education to all types of learners who are in a	Upskilling; Monitoring	Workshop; Field Monitoring	RO to monitor implementation by 8 SDOs	RO to monitor sustainability by all 8 SDOs	RO to monitor and evaluate gains from the implementation by all 8 SDOs	Human: RO Training and Monitoring Team Physical: Workshop materials;	-All 8 SDOs implement the guidelines

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
	multigrade program						Transportation services Financial: RO MOOE for board and lodging and supplies and transportation expenses	
B. Monitoring the Improvement of Learning Delivery								
1. English and Filipino	All learners to be able to read and write in English and Filipino at their grade level	Implementation of Project READ to LEAD	Quarterly monitoring through the Workplace RCA-READ to LEAD; Semestral field or online monitoring, or focused group discussion; Annual focused convergence	100% grades 3 and 4 learners of the current SY able to read and write in English and Filipino	100% grades 3 and 4 learners of the current SY able to read and write in English and Filipino	100% grades 3 and 4 learners of the current SY able to read and write in English and Filipino	Human: CLMD CES and EPS; CID EPS and SGOD M and E; District PSDS; School Head and Teachers Physical: transportation services Financial: RO and SDO MOOE	-All SDOs monitored -Grades 3 and 4 learners across SDOs are able to read and write in English and Filipino as expected
2. Science and Math	All learners to meet performance standards expected of their grade levels in Science and Mathematics	Monitoring the level and quality of performance of learners in Science and Mathematics	Quarterly field or online monitoring; semestral focused group discussion; annual convergence	100% grades 3 and 4 learners of the current SY meet performance standards in Science and Math	100% grades 3 and 4 learners of the current SY meet performance standards in Science and Math	100% grades 3 and 4 learners of the current SY meet performance standards in Science and Math	Human: CLMD CES and EPS; CID EPS and SGOD M and E; District PSDS; School Head and Teachers	-All SDOs monitored -Grades 3 and 4 learners across SDOs meet performance standards in

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
							Physical: transportation services Financial: RO and SDO MOOE	Science and Math
C. Evaluation of Learning Resources								
1. LRs aligned to K to 12 competencies needing significant focus	Learners' learning needs are addressed through adequate quality assured learning resources	Quality assurance of LRs	Quality assurance; Inventory of LRs vis-à-vis specific competencies they address	80% of quality assured LRs aligned to K to 12 competencies to address learning needs	90% of quality assured LRs aligned to K to 12 competencies to address learning needs	100% of quality assured LRs aligned to K to 12 competencies to address learning needs	Human: RO and SDO LR EPS or Manager Physical: Contextualized LRs	-100% alignment of quality assured LRs to K to 12 competencies
2. Extensive use of the DepEd-LR portal	All teachers to utilize the DepEd-LR portal to have access to quality learning resources	Quarterly evaluation of DepEd-LR portal utilization by all teachers	Information dissemination through reiteration of Regional Memo on extensive use of DepEd-LR portal; quarterly tracking of status of LR portal access across SDOs	80% of all K to 12 teachers in CAR have access to the DepEd-LR portal	90% of all K to 12 teachers in CAR have access to the DepEd-LR portal	100% of all K to 12 teachers in CAR have access to the DepEd-LR portal	Human: RO and SDO LR EPS or Manager Physical: DepEd-LR portal	-100% utilization of teachers of the DepEd-LR portal
D. Assessment of Learning Outcomes								

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
1. RAT in English, Filipino, Math, and Science	Assess performance of grades 6 and 10 regular and ALS learners in English, Filipino, Math, and Science	Conduct of RAT to grades 6 and 10 regular and ALS learners	Paper and pencil test	To be determined after conduct of RAT analysis			Human: RO and SDO EPS; Teachers and learners Physical: Test booklets and answer sheets Financial: RO MOOE for workshop, test reproduction, and transportation expenses	1. RAT in English, Filipino, Math, and Science
2. Analysis of RAT results	Gauge strengths and weaknesses of grades 6 and 10 regular and ALS learners after taking the RAT	Workshop on analysis of RAT results	Test item analysis	To be determined after conduct of RAT analysis			Human: RO and SDO EPS Physical: Accomplished answer sheets Financial: Workshop cost (board and lodging)	2. Analysis of RAT results
E. Technical Assistance								
1. TA on curriculum concerns	Address curriculum concerns arising from M and E	Development of plans of action to address curriculum concerns	Convergence; Direct TA provision	100% curriculum concerns for the current year addressed	100% curriculum concerns for the current year addressed	100% curriculum concerns for the current year addressed	Human: RO and SDO CES and EPS Physical: Supplies; Transportation services Financial: RO MOOE for	-100% of the concerns related to curriculum were addressed -curriculum concerns or

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
							Board and lodging during convergence; transportation expenses	issues minimized
2. TA on development of interventions	Address learning gaps resulting from assessment	Development of appropriate intervention strategies or mechanisms	Workshop on development of appropriate intervention strategies or mechanisms	5 intervention strategies developed	5 intervention strategies monitored for improvement	5 intervention strategies monitored for sustainability	Human: RO and SDO CES and EPS Physical: Supplies Financial: RO MOOE for Board and lodging during workshop	-development of 5 intervention strategies to address gaps -learning gaps addressed and minimized

APPENDIX 3

PROGRESS MONITORING AND EVALUATION FORM (IMPLEMENTATION PHASE)

Project MAIDEN IMEA-TA M and E Form 1

_____ SEMESTER MONITORING		
Division		
Name of Banner Project		
Date of Monitoring		
Monitoring Strategy (please check)	☐ Field Monitoring ☐ Online Monitoring	☐ Focused Group Discussion ☐ 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 based on specific components?		
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 support mechanism 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:			
~~CLMD/CFM/ehm~~			

Monitoring Team: (names and signatures)

_____ _____

_____ _____

Date of monitoring: _____

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APPENDIX 4

REPORT TO BE SUBMITTED DURING THE REGIONAL CONVERGENCE

Project MAIDEN IMEA-TA M and E Form 2

Division	
Name of Banner Project	
Date of Submission	

COMPONENTS	*STATUS OF ACCOMPLISHMENT*	*ISSUES/CONCERNS/ GAPS*	*INTERVENTIONS DONE TO ADDRESS ISSUES/CONCERNS/ GAPS*	*RESULTS OF INTERVENTIONS*
A. Curriculum Implementation				
1. Inclusive Education				
i. IPED: integration				
ii. SPED				
iii. ALS 2.0				
2. Multigrade Education				
B. Monitoring Learning Delivery				
1. English and Filipino through Project READ to LEAD				
2. Science and Math Performance				
C. Evaluation of Learning Resources				
1. Alignment to K to 12 Competencies needing focus				
2. Extensive use of available LRs from the DepEd-LR portal				
D. Assessment of Learning Outcomes				

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1. Conduct of Regional Achievement Test				
2. Analysis of RAT results				
E. Technical Assistance				
1. Provision of TA in addressing curriculum concerns and issues resulting from M and E				
2. Provision of TA in developing interventions to address gaps resulting from assessment				
Concerns or Issues recommended for RO or CLMD to address:				

Prepared by: (Project Focal)

Reviewed by: (CID Chief)

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