



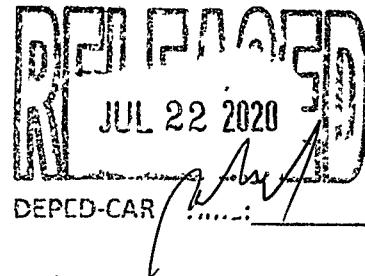
Republic of the Philippines
Department of Education
 Cordillera Administrative Region

July 21, 2020

REGIONAL MEMORANDUM

NO. 202-2020

To: Assistant Regional Director
 Regional Office Division Chiefs
 Schools Division Superintendents
 All Others Concerned
 All Divisions



**EVALUATION OF THE PILOT-TESTING CONDUCTED
 ON DISTANCE LEARNING DELIVERY**

1. The DepEd CAR, through the Regional Monitoring and Evaluation Committee (RMEC), will be conducting an evaluation of the conducted pilot testing activity through simultaneous focus group discussions with the Division Monitoring Evaluation Committee (DMEC) on **July 27, 2020** from 9:00 AM to 12:00 NN.
2. The simultaneous focus-group discussions intend to evaluate the pilot testing of DLD in select schools per Schools Division Office (SDO) and to identify gaps and weaknesses in the implementation so that timely and appropriate adjustments and interventions are made to guarantee effective and efficient implementation of DLD in the whole region for SY 2020-2021.
3. All members of the DMEC are enjoined to participate in the focus group discussions. Each DMEC shall use the link that corresponds to their division, which is found below:

Division	RMEC Representative/ In-Charge	DMEC/ Representative/ In-charge	Link
Abra	Bryan A. Hidalgo	SDS/ASDS, CID Chief, EPS In-charge of Pilot Testing, EPS Focals for ALS and Kinder, SGOD- SMME	meet.google.com/qjs-oepr-qfo
Apayao	Annie Rose Cayasen		meet.google.com/skt-neyd-psc
Baguio City	Edgar H. Madlaing		meet.google.com/toz-hxjt-nge
Benguet	Patricio T. Dawaton/ Denia O. Tarnate		meet.google.com/bor-usbq-cgj
Ifugao	Jonalyn C. Ambrona		meet.google.com/fmh-muzp-jci
Kalinga	Jeanie Claire Y. Piggangay		meet.google.com/zze-sxst-qmz
Mt. Province	Thelma T. Dalay-on		meet.google.com/vfz-xsyp-wrb
Tabuk City	Rosita C. Agnasi/ Angela K. Apopot		meet.google.com/fjt-ucbb-yaq

***The links are case sensitive.**

4. Each SDO is requested to submit a consolidated Monitoring and Evaluation Report on the pilot-testing of DLD using the attached template (**See Enclosure 1 – Quarterly Monitoring and Evaluation Report**) on July 27, 2020. Kindly send a soft copy of the report through email (clmd.depedcar@gmail.com) before the start of the focus group discussion.





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5. Before the start of the focus group discussion, the DMEC is given 20 minutes to present their consolidated Monitoring and Evaluation Report on the results of the pilot testing done in their respective Divisions. Any member of the DMEC may be assigned as presenter.
6. For inquiries, please contact Curriculum and Learning Management Division (CLMD), attention: Mr. Bryan A. Hidalgo at Mobile No.: 0920-223-2514 or email address: bryan.hidalgo001@deped.gov.ph:
7. Immediate dissemination of and strict compliance with this Memorandum is directed.


MAY B. ECLAR, PhD, CESO V
Regional Director

CLMD/CFM/bah



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 - 1318 | Fax No.: (074) 422-4074
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Enclosure 1 (Template for the FGD Report)

QUARTERLY MONITORING AND EVALUATION REPORT
DISTANCE LEARNING DELIVERY

Note: This form shall be used during the pilot-testing. Fill-out those items that are applicable.

Division				
Date of Monitoring				
Monitoring Strategy	Please check <input type="checkbox"/> Field Monitoring <input type="checkbox"/> Online Monitoring <input type="checkbox"/> Focus Group Discussion <input type="checkbox"/> Others (please specify): _____			
Significant Profile of the SDO (Indicate the data across each item per level)	Elementary	Secondary	SPED	ALS
i. Number of regular schools				
ii. Number of schools that offer inclusive education programs				
iii. Total enrolment (regular schools)				
iv. Total enrolment of LSEs				
v. Total enrolment of ALS learners				
vi. Number of teachers (regular schools)				
vii. Number of special education teachers				
viii. Number of ALS teachers				
ix. Number of community learning facilitators				
Preparatory Stage				
A. Schools that adopted the following DLD modalities (Indicate the percentage across each modality per level)	Elementary	Secondary	SPED	ALS
i. Modular Distance Learning				
ii. Online Distance Learning				
iii. TV/Radio-Based Instruction				
iv. Blend of two of the DLD modalities				
v. Blend of three of the DLD modalities				
B. Context of Learners (Indicate the percentage across each context per level)	Elementary	Secondary	SPED	ALS
i. Learners who prefer self-learning modules				
ii. Learners who prefer learning through online				
iii. Learners who prefer learning through TV/Radio-Based Instruction				
iv. Learners who have access to learning resources and technology				
v. Parents/Guardians who are capable of guiding their child/ward in DLD				
vi. Learners with personal gadgets for DLD				
C. Context of the Schools (Indicate the percentage across each context per level)	Elementary	Secondary	SPED	ALS
i. Schools with established health and safety protocols				
ii. Teachers/school personnel with pre-existing health condition and/or disease				
iii. Teachers or non-teaching personnel who are trained for DLD modality adopted				
1. Modular Distance Learning				
2. Online Distance Learning				





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3. TV/Radio-Based Instruction				
4. Blend of two of the DLD modalities				
5. Blend of three of the DLD modalities				
iv. Teachers with personal gadgets for DLD				
D. Inclusive Education Programs (Indicate the percentage across each program per level)	Elementary	Secondary	SPED	ALS
i. Schools that offer Indigenous People's Education (IP Ed)				
ii. Schools that offer Madrasah Education Program				
iii. Schools that offer Special Education Program/Learner with Special Educational Needs				
iv. Schools that offer Special Interest Programs				
v. Others (please specify):				
E. DLD modality for Inclusive Education Programs (Indicate the percentage of schools that adopted the DLD modality per level)	Elementary	Secondary	SPED	ALS
i. Modular Distance Learning				
ii. Online Distance Learning				
iii. TV/Radio-Based Instruction				
iv. Blend of two of the DLD modalities				
v. Blend of three of the DLD modalities				
F. Community Learning Facilitators trained for DLD modality (Indicate the percentage of Community Learning Facilitators with respect to number of learners per level)	Elementary	Secondary	SPED	ALS
i. Modular Distance Learning				
ii. Online Distance Learning				
iii. TV/Radio-Based Instruction				
G. Learning Resources in the Division (Indicate the percentage of learning resources across each item per level)	Elementary	Secondary	SPED	ALS
i. Learning resources procured (with respect to number of learners)				
ii. Learning resources developed (with respect to number of learning areas)				
iii. Learning resources produced (with respect to number of learners)				
Stage 1				
A. School personnel and partners trained to convert SLMs to various formats (Indicate the percentage across each school personnel/partner per level)	Elementary	Elementary	Secondary	SPED
i. Principal/School Head				
ii. Non-teaching personnel (ADAS, Librarian, Guidance Counselor, etc.)				
iii. Head Teachers				
iv. Teachers				
v. Community Learning Facilitators				
B. Specific Learning Materials available in the division (Indicate the percentage of LMs with respect to the number of learners per level)	Elementary	Secondary	SPED	ALS
i. ADM learning modules of various formats for K to 12 learners				
ii. ADM learning modules of various formats for LSEs				
iii. ADM learning modules of various formats for ALS				
iv. Leveled reader materials in print and digital formats with consideration for mother tongue				
v. Primer lessons in mother tongue				



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vi. Primer lessons for Grade 1 to 3 in print and digital formats				
vii. Activity/worksheets of various formats for K to 12 learners				
viii. Activity/worksheets of various formats for LSEnS				
ix. Activity/worksheets of various formats for ALS learners				

C. Learning materials available for each DLD modality <i>(Indicate the percentage of learning materials with respect to number of learners per level)</i>	Level			
	Elementary	Secondary	SPED	ALS
i. Modular Distance Learning				
ii. Online Distance Learning				
iii. TV/Radio-Based Instruction				
D. Learning materials aligned with MELCs/Refined LCs for SPED/ALS LCs <i>(Indicate the percentage of learning materials aligned with LCs per level)</i>	Level			
	Elementary	Secondary	SPED	ALS
i. SLM learning modules of various formats for K to 12 learners				
ii. SLM learning modules of various formats for LSEnS				
iii. SLM learning modules of various formats for ALS				
iv. Leveled reader materials in print and digital formats with consideration for mother tongue				
v. Primer lessons in mother tongue				
vi. Primer lessons for Grade 1 to 3 in print and digital formats				
vii. Activity/worksheets of various formats for K to 12 learners				
viii. Activity/worksheets of various formats for LSEnS				
ix. Activity/worksheets of various formats for ALS learners				
Stage 2				
A. Learners given instructional packets <i>(Indicate the percentage of learners who are given learning materials per level)</i>	Level			
	Elementary	Secondary	SPED	ALS
i. SLM learning modules of various formats for K to 12 learners				
ii. SLM learning modules of various formats for LSEnS				
iii. SLM learning modules of various formats for ALS				
iv. Leveled reader materials in print and digital formats with consideration for mother tongue				
v. Primer lessons in mother tongue				
vi. Primer lessons for Grade 1 to 3 in print and digital formats				
vii. Activity/worksheets of various formats for K to 12 learners				
viii. Activity/worksheets of various formats for LSEnS				





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ix. Activity/worksheets of various formats for ALS learners				
x. Learning plans				
xi. CD/flash drives containing digital formats of learning tasks and SLMs.				
xii. Parent's/Guardian's guide				
xiii. Parent's/Guardian's learning support checklist				
Stage 3				
A. Schools adopted the following strategies in the distribution of instructional packets (Indicate the percentage across each strategy per level)	Level			
	Elementary	Secondary	SPED	ALS
	i. Dap-ayan Ti Parentes (Parent/guardian picks up instructional packet at school)			
	ii. Schools-On-Wheels project			
iii. Barangay or Community Learning Center Delivery Support				
B. Percentage of schools that conduct weekly orientation for community learning facilitators or parents/guardians				

Stage 4				
A. Mechanisms used by schools in monitoring if instructional packets are received by learners (Indicate the percentage of schools that used each strategy per level)	Level			
	Elementary	Secondary	SPED	ALS
	i. Phone calling/text messaging			
	ii. Sending messages through email/messenger			
	iii. Home visitation by community learning facilitators/teachers			
iv. Others (please specify):				

Stage 5				
A. Learners receiving learning materials per DLD modality (Indicate the percentage of learners across each DLD modality per level)	Level			
	Elementary	Secondary	SPED	ALS
	i. Modular Distance Learning			
	ii. Online Distance Learning			
	iii. TV/Radio-Based Instruction			
	B. Percentage of learners receiving learning materials appropriate to their needs			
	C. Percentage of learners receiving support from learner support systems			
	D. Percentage of learners receiving support appropriate to their needs			
	E. Percentage of teachers conducting home visitation			
	F. Percentage of teachers monitoring the weekly progress of learners			
	G. Percentage of teachers conducting remediation to learners			
	H. Percentage of teachers given load allowance/travelling allowance who are giving support to learners			

Stage 6				
	Level			
	Elementary	Secondary	SPED	ALS





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A. Percentage of parents/guardians receiving support system from the school				
B. Percentage of parents receiving support appropriate to their needs				
C. Percentage of parents/guardians accomplishing and submitting learning support checklist				
D. Percentage of parents/guardians attending teacher-parent conference				
Stage 7				
A. Schools adopted the following strategies in the collection of instructional packets (<i>Indicate the percentage across each strategy per level</i>)	Level			
	Elementary	Secondary	SPED	ALS
i. Dap-ayan Ti Parentes (Parent/guardian delivers instructional packet to school)				
ii. Schools-On-Wheels project				
iii. Barangay or Community Learning Center Delivery Support				
Concerns or issues recommended for CID to address (Please enumerate them below):				

Prepared by: _____

 Assistant Schools Division Superintendent
(Signature over printed name of DMEC Chair)
 Date: _____

Noted: _____

 Schools Division Superintendent
(Signature over printed name)
 Date: _____

