



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

May 7, 2025

OFFICE MEMORANDUM

FTAD-2025- **234**

**DISSEMINATION OF THE TECHNICAL ASSISTANCE NEEDS ASSESSMENT
(TANA) RESULTS OF THE REGIONAL FUNCTIONAL DIVISIONS**

To: Director III
Functional Division Chiefs
All Others Concerned

1. In line with the continuous improvement of technical assistance, this Office, through the Field Technical Assistance Division (FTAD), hereby disseminates the results of the Technical Assistance Needs Assessment (TANA) conducted among the Regional Functional Divisions (RFD) for Calendar Year 2025.
2. The TANA provides a comprehensive overview of the priority technical assistance needs identified by each RFD which is the basis for the formulation and implementation of targeted interventions for the current year.
3. All chiefs are requested to use the findings as reference in finalizing and executing their Technical Assistance Plans, coordinate with FTAD for technical support and guidance, and ensure that the identified needs are addressed in a timely and strategic manner.
4. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO, CESO III
Regional Director

FTAD-GMM





Republic of the Philippines
Department of Education
 REGION VIII – EASTERN VISAYAS

CONSOLIDATED TECHNICAL ASSISTANCE NEEDS ASSESSMENT (TANA) RESULTS
Calendar Year 2025

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
ACCESS				
Sub-Intermediate Outcome (S-IO) 1.1	REDP	Determine the extent of stakeholders' involvement as regards kindergarten program implementation	13 SDOs	RFTACT/CLMD
S-IO 1.2	REDP	Facilitate the implementation of the school initiated interventions (SII)	13 SDOs	RFTACT/CLMD
S-IO 1.1	REDP	Sustain the pilot implementation of the Alternative Learning System (ALS) Senior High School (SHS) Program in Eastern Visayas	13 SDOs	RFTACT/CLMD
S-IO 1.3	REDP	Provide online server and storage for the ALS database system in Region VIII and make available for region-wide utilization	13 SDOs	RFTACT/CLMD
S-IO 1.3	REDP	Establish, sustain, strengthen, and increase partnership and linkages among Private and Public stakeholders for the provision of additional education resources and services that shall support the Regional Basic Education Development Plan which concerns alternative education.	13 SDOs	RFTACT/CLMD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
S-IO 1.3	REDP	Facilitate implementation learning modalities as options for learning and are suitable to the situations of learners	13 SDOs	RFTACT/CLMD
IO 1.	RFTACT Report	Increase enrolment of ALS learners in the GEC	Leyte and Tacloban City SDOs	RFTACT/CLMD
S-IO 1.3 Approved establishment of Public and Private Schools	Quarterly PIR Report	Identify schools operating without government authority (for public schools) and government permit (for private schools)	Leyte	QAD
S-IO 1.3	Issued RM the List of Schools Qualified for Validation	Validate private and public schools' compliance to requirements and standards of quality basic education	All SDOs	QAD
S-IO 1.3	Quarterly PIR Report	Review requirements for the establishment of schools that are difficult to meet, like the area of the school site	Baybay City	QAD
S-IO 1.3 Private schools participating in the Education Service Contracting scheme increased.	Quarterly PIR Report	Recommend policy defining appropriate measures in coordinating with DepEd, the Private Education Assistance Committee (PEAC), and private schools	All SDOs	QAD
S-IO 1.3	Quarterly PIR Report	Recommend policy on adjustments of Government Recognition (for private schools) re:	Southern Leyte	QAD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
S-IO 1.3	Issued RM on the schedule on the E-GASTPE validation	effectivity from 50 to 15 years to allow periodic monitoring and evaluation of SDO Validate the submitted billings to PEAC against the actual qualified beneficiaries in all participating schools of the Enhanced Government Assistance for Students and Teachers in Private Education (E-GASTPE) for JHS and SHS	All SDOs	QAD
I.O All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.	BEIS KPIs SY 2023-2024	Increase the Net Enrollment Rate in Elementary (Grades 1-6)	Maasin City, Northern Samar, Southern Leyte	PPRD
S-IO 1:3: All learners transition to the next key stage	BEIS KPIs SY 2023-2025	Increase the Net Enrollment Rate in Secondary (Grades 7-12)	Calbayog City, Eastern Samar, Northern Samar, Samar	PPRD
	BEIS KPIs SY 2023-2026	Increase the Net Enrollment Rate in Kindergarten	Leyte, Northern Samar, Ormoc City, Tacloban City	PPRD
	BEIS KPIs SY 2023-2027	Increase Retention Rate in Junior High School	Calbayog City, Catbalogan City, Eastern Samar, Northern Samar, Samar	PPRD
	BEIS KPIs SY 2023-2028	Decrease School Leaver Rate	Calbayog City, Eastern Samar,	PPRD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
			Northern Samar, Samar	
	BEIS KPIs SY 2023-2029	Increase Cohort Survival and Completion Rates in Elementary	Calbayog City, Catbalogan City, Northern Samar, Samar	PPRD
	BEIS KPIs SY 2023-2030	Increase Cohort Survival and Completion Rates in Secondary	Calbayog City, Northern Samar, Samar	PPRD
	BEIS KPIs SY 2023-2031	Increase Transition Rate in Junior High School	Calbayog City, Leyte, Northern Samar, Samar	PPRD
	BEIS KPIs SY 2023-2032	Increase Transition Rate in Senior High School	Eastern Samar, Leyte, Northern Samar, Samar	PPRD
S-IO 1.1	RFTACT TA Report	Untimely crafting of the AIP in schools.	Eastern Samar, Northern Samar	PPRD
	RFTACT TA Report	Some schools do not observe the standard teacher-learner ratio	Eastern Samar	PPRD
	EBEIS/ DPDS	Strengthen partnership with Barangay Local Government Units in bringing all school-age children to schools	13 SDOs	RFTACT/ ESSD-SPPS
	EBEIS	Implement and monitor learners' mental health and psychosocial programs	13 SDOs	RFTACT/ ESSD-SPPS
	EBEIS/ PI-Retention Rate	Strengthen and monitor Guidance and Counseling services in schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 1.2, Strategy 2	EBEIS	Improve Guidance and Counseling services to address learners' concerns	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 1.2, Strategy 3	EBEIS			
S-IO 1.3, Strategy 4	EBEIS			

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
EQUITY				
S-IO 2.1	REDP	Conduct a monitoring of schools implementing inclusive education programs with ease and efficiency and Provide timely, effective, and efficient TA to the program implementers and other concerned stakeholders	13 SDOs	RFTACT/CLMD
S-IO 2.1	RFTACT Report	Provide timely, effective, and efficient TA to the program implementers on MEP Some schools need assistance in the implementation of the Madrasah Education Program (MEP)	Leyte	RFTACT/CLMD
S-IO 2.1	RFTACT Report	Conduct CB to untrained teachers in handling SPED learners	NSamar	RFTACT/CLMD
S-IO 2.1	RFTACT Report	Conduct Retooling of ALS implementers on Research Skills	13 SDOs	RFTACT/CLMD
S-IO 2.1	REDP	Improve or enhance the delivery of services to LWDs	13 SDOs	RFTACT/CLMD
S-IO 2.1	REDP	Capacitate program implementers such as teachers in making a WFP and using the PMIS	13 SDOs	RFTACT/CLMD
S-IO 2.1	REDP	Provide TA to Schools Division Offices in the provision and implementation of the Basic Education Curriculum towards the improvement of learning outcomes by contextualizing the curriculum, enforcing standards, and increasing access to quality and varied learning resources.	13 SDOs	RFTACT/CLMD
S-IO 2.1	REDP	Provide access to varied learning resources for inclusive education	13 SDOs	RFTACT/CLMD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
S-IO 2.1	REDP	Increase community awareness on inclusive education	13 SDOs	RFTACT/CLMD
S-IO 2.1	RFTACT	Need to reach all potential learners for the ALS Program	13 SDOs	RFTACT/CLMD
S-IO 2.1, Strategy 2	Partnership Reports	Implement policies and standards for safe and accessible learning environments for learners with different learning needs	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 2.1, Strategy 5	DPDS	Develop and distribute advocacy materials for resource generation and support	13 SDOs	RFTACT/ ESSD-SPPS
QUALITY				
IO3.1	EOSY 2024-2025 CRLA Results	Increase the percentage of Key Stage 1 learners reading at grade level in English from the current baseline of 68.49%.	Grade 3 English - 10 SDOs (Biliran, Calbayog, Catbalogan, Eastern Samar, Leyte, Maasin City, Northern Samar, Samar, Southern Leyte, Tacloban City)	CLMD Chief and EPSS
IO3.1	EOSY 2024-2025 CRLA Results	Increase the percentage of Key Stage 1 learners reading at grade level in Filipino from the current baseline of 72.11%.	Grade 2 Filipino - 13 SDOs Grade 3 Filipino - 12 SDOs except Baybay City	CLMD Chief and EPSS
IO3.1	EOSY 2024-2025 CRLA Results	Increase the percentage of Key Stage 1 learners reading at grade level in Mother Tongue from the current baseline of 67.63%.	8 SDOs (Borongan City, Calbayog City, Catbalogan	CLMD Chief and EPSS

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
IO3.1	EOSY 2024-2025 RMA Results	Increase the percentage of Key Stage 1 learners who are at least at the proficient level from the current baseline of 67%.	City, Eastern Samar, Maasin City, Northern Samar, Samar, Tacloban City)	CLMD Chief and EPSs
Unresolved Issue	National Achievement Test (NAT) for Grade 6, SY 2023-2024	Improve the Grade 6 NAT results to achieve at least the Proficient level (defined as a Mean Percentage Score (MPS) of 75% or higher).	13 SDOs	CLMD Chief and EPSs
S-IO 1.1	REDP	Monitor the implementation of contextualized initiatives geared at strengthening the foundational literacy and numeracy skills	13 SDOs	RFTACT/CLMD
Strategy 1	REDP	Provide TA to Schools Division Offices to adhere to policies, standards, and program management towards the improvement of learning outcomes	13 SDOs	RFTACT/CLMD
	REDP	Strengthen implementation of the LR management processes	13 SDOs	RFTACT/CLMD
	REDP	Conduct comprehensive research on curriculum standards, learning management systems, and learning resources and services, with the aim of enhancing educational practices and ensuring alignment with current educational needs.	13 SDOs	RFTACT/CLMD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
Strategy 3	REDP	Institutionalize the implementation of the national assessment framework	13 SDOs	RFTACT/CLMD
	REDP	Manage the region-wide operationalization of assessment mechanisms	13 SDOs	RFTACT/CLMD
	REDP	Communicate analytical reports on assessments to increase shared accountability	13 SDOs	RFTACT/CLMD
	REDP	Send participants to Central Office-led orientation on the Accreditation and Equivalency (A&E) Test and Assessment of ALS learners' portfolio; determine whether or not the 2018 A&E test standards be used; and to identify qualified takers of the A&E Test 2025	13 SDOs	RFTACT/CLMD
Strategy 4	REDP	Evaluate and communicate the results of the standard exit assessment to provide actionable insights for continuous improvement, accountability, and informed decision-making.	13 SDOs	RFTACT/CLMD
	REDP	Conduct policy review on curriculum instruction and assessment ensuring alignment with institutional goals and recommend to the Central Office	13 SDOs	RFTACT/CLMD
	REDP	Evaluate Senior High School learners' knowledge and 21st-century skills across core, applied, and specialized subjects, and to generate a comprehensive report to inform instructional strategies and policy development	13 SDOs	RFTACT/CLMD
	REDP	Conduct a thorough analysis of the Senior High School Curriculum Exit to evaluate its effectiveness in preparing learners for higher	13 SDOs	RFTACT/CLMD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
		education, employment, entrepreneurship, or middle-level skills development, and to provide recommendations for curriculum enhancement.		
	REDP	Analyze the alignment between chosen Senior High School strands and tertiary education programs, ensuring coherence and relevance in preparing learners for their selected higher education pathways.	13 SDOs	RFTACT/CLMD
	REDP	Facilitate the assessment and certification of Senior High School graduates, determining their competence based on the defined competency standards of the Technical Education and Skills Development Authority (TESDA) and other accredited assessment bodies, ensuring readiness for employment or further skills development.	13 SDOs	RFTACT/CLMD
	REDP	Map out industries within the locality that align with the Senior High School programs offered, ensuring that learners have access to relevant opportunities for work immersion, employment, or further skills development.	13 SDOs	RFTACT/CLMD
Sub-Intermediate Outcomes 3.1 - 3.3, Strategy 4	Monitoring and Evaluation Results during the conduct of the MATATAG Phase 1 Training for Teachers	Competencies of teachers on socio-emotional and 21st century skills, learning approaches and learning modalities, assessment, and program management on curricular, co-curricular, and extracurricular activities developed through the implementation of needs-based professional development (PD) programs	All SDOs	HRDD, CLMD, FD, & QAD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
Sub-Intermediate Outcome 3.1, Strategy 4	Results of the monitoring and evaluation of the implementation of Workplace Application Plan (WAP)/Project Initiative Plan (PIP)	Competencies of school leaders in supporting teachers in various areas developed and enhanced through needs-based PD programs	1. Biliran, 2. Baybay City, 3. Leyte, 4. Eastern Samar, 5. Samar, 6. Catbalogan City, 7. Northern Samar, & 8. Calbayog City	Harvie D. Villamor, Gertrudes C. Mabutin, Cesar P. Verunque, Rowena T. Vacal, Dina S. Superable, Rodel V. Rosales, Marlou D. Camposano, Gerardo L. Adtoon, Glendale B. Lamiseria, Dandy G. Acuin, & Dean Ric Endriano
RESILIENCY & WELL-BEING				

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
S-IO 4.1, Strategy 1	LRPO Reports	Adopt and implement Rights-Based Education Framework	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 1	LRPO Reports	Implement Monitoring and Evaluation mechanisms on Rights-Based Education Framework and legal obligations and commitments on children's rights	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 1	LRPO Reports	Train personnel and stakeholders on RBE	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 1	LRPO Reports	Implement Child Protection policies and PPAs	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 2	LRPO Reports	Develop and distribute IEC/ SBC materials relating to childrens' education rights and responsibilities	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 2	LRPO Reports	Establish and enhance functionality of Child Protection Committees in schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 2	LRPO Reports	Implement integration of positive discipline measures into learning materials	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.1, Strategy 2	LRPO Reports	Utilize learning resources and materials on childrens' and learners' rights in education	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 3	DRRM Report	Establish School Disaster Preparedness Plan for each specific hazard	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 3	DRRM Report	Develop access and road safety signs in schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 3	DRRM Report	Capacitate personnel and learners on providing Mental Health and Psychosocial Support Services, esp. PFA	13 SDOs	RFTACT/ ESSD-SPPS

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
S-IO 4.2, Strategy 3	DRRM Report	Integrate into teaching-learning concepts and competencies on DRRM, CCAM, and peace-building	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 3	DRRM Report	Establish Early Warning Signs in offices and schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 3	DRRM Report	Provide safety and emergency supplies and equipment to offices and schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 5	DRRM Report	Conduct researches on DRRM, CCAM, and peace-building	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.2, Strategy 5	DRRM Report	Organize functional DRRM Teams in Offices and schools	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.3, Strategy 6	SBFP Reports	Reiterate procurement processes/policies/guidelines on SBFP and review MOA with NFP and Milk suppliers	13 SDOs	RFTACT/ESSD-SHNU/SBFP Focals/BAC/Finance
S-IO 4.3, Strategy 6	SHNU Reports	Provide technical assistance in fund utilization for procurement of medical supplies and equipment	13 SDOs	RFTACT/ESSD-SHNU
S-IO 4.3, Strategy 6	SHNU Reports	Strengthen the submission of reports and utilization of online OKD forms and health cases tracker	13 SDOs	RFTACT/ESSD-SHNU
S-IO 4.3, Strategy 7	DRRM and LRPO Report	Capacitate teachers handling learners experiencing mental and psychosocial health issues	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.3, Strategy 7	SPPS Reports	Institutionalize Child Friendly School System (CFSS)	13 SDOs	RFTACT/ ESSD-SPPS
S-IO 4.3, Strategy 7	SPPS Reports	Enhance implementation of School Inside a Garden Program (SIGA)	13 SDOs	RFTACT/ ESSD-SPPS

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
	RFTACT TA Report (Unresolved Issues)	Identify/assess/process school sites that are ready for titling	All SDOs	Legal Unit
ENABLING MECHANISM-GOVERNANCE				
EM 1.2. Education and managers practice participative and inclusive management processes	Consolidated SBM Self-Assessment Result, Monitoring for SBM, SGC & TA Provision (SDO & RO) PIR Results	Verify the authenticity and consistency of the school's self-assessment on SBM Practice	13 SDOs	FTAD Chief & EPSS
EM 1.2	Consolidated SBM Self-Assessment Result, Monitoring for SBM, SGC & TA Provision (SDO & RO) PIR Results	Ensure improved proportion of schools manifesting SBM indicators	13 SDOs	FTAD Chief & EPSS
EM 1.1	Regional TA Provision Result Quarterly RFTACT TA	Ensure improvement of proportions of schools provided TA	13 SDOs	FTAD Chief & EPSS

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
	Report. Quarterly DFTACT Provision Evaluation (DTAPE) PIR Results TA			
EM # 5.12. Key stakeholders actively collaborate to serve learners better	Regional Provision Result Quarterly RFTACT TA Report. Quarterly DFTACT TA Provision Evaluation (DTAPE) PIR Results	Increase number of schools with Functional SGC	13 SDOs	FTAD Chief & EPSS
EM # 1.1, 1.2 & # 5.12	Monitoring of SBM, SGC and TA Provision (SDO & RO)	Ensure compliance with DO 02 s.2024 Immediate Removal of Administrative Tasks of Public School Teachers	LEYTE DIVISION	FTAD Chief & EPSS
	Monitoring of SBM, SGC and TA Provision (SDO & RO)	Ensure compliance with DO 05 s.2024 Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload	LEYTE DIVISION	FTAD Chief & EPSS

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
Enabling Mechanism #3. Investments in basic education provide learners with the ideal learning environment	RFTACT Report	TA SDO and schools need personnel for the repair and maintenance of DCP packages	Baybay City, Ormoc City, Southern Leyte	ORD - ICTU
	RFTACT Report	TA Need for delivered ICT/DCP equipment to meet quality standards, functional requirements, and required technical specifications	Ormoc City	ORD - ICTU
	RFTACT TA Report	Need for proper disposal and documentation of 6,230 units of non-functional DCP equipment in compliance with government regulations	Samar	ORD-ICTU & AD-AMS
Enabling Mechanism # 4. Client Satisfactory Rating of DepEd Offices' respective stakeholders (internal & external)	RFTACT Report (Unresolved Issues)	TA Client Satisfaction Measurement needs to be improved	13 SDOs	PAU
Internal Systems and processes are efficient, responsive, and modern, and continuously improving	RFTACT Report	Timely resolution of Public Assistance Action Center concerns	13 SDOs	PAU

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
Modern, nimble, efficient, resilient and governance and management processes.	Research Management Monitoring and Evaluation Tool	Ensure compliance with research deliverables by establishing clear guidelines, monitoring timelines, and providing necessary support to researchers. Strengthen the dissemination of completed research by organizing research forums, publishing findings, and promoting knowledge sharing across stakeholders.	13 SDOs	Regional Research Coordinator
	RFTACT TA Report	Ensure the timely crafting and submission of the Annual Implementation Plan (AIP) in all schools through capacity-building activities and improved planning processes.	Borongan City, Eastern Samar, and Maasin City	Regional Research Coordinator
	RFTACT TA Report	Enforce adherence to the standard classroom-learner ratio by reviewing current class sizes.	Eastern Samar, Northern Samar	PPRD
	REDP and DEDP	Review of the 2023-2028 Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP)	Eastern Samar	PPRD
	RFTACT TA Report	Re-orientation of OPCRF to the SDOs with non-negotiable indicators.	ORD, OARD, Regional Functional Divisions and 13 SDOs	PPRD
	WFP	Re-orientation of the work and financial plan to the SDOs	13 SDOs	PPRD
	REDP and DEDP	Review of the 2023-2028 Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP)	13 SDOs	PPRD
			ORD, OARD, Regional Functional Divisions and 13 SDOs	PPRD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
EM # 4 Internal systems and processes are efficient, responsive, and modern, and continuously improving	RFTACT Report	Re-orientation of OPCRF to the SDOs with non-negotiable indicators.	13 SDOs	PPRD
	WFP	Re-orientation of the work and financial plan to the SDOs	13 SDOs	PPRD
	PSIPOP	Unfilled regular items due to natural vacancies	BAYBAY CITY, BILIRAN, BORONGAN CITY, CATBALOGAN CITY, EASTERN SAMAR, NORTHERN SAMAR, SAMAR, SOUTHERN LEYTE, TACLOBAN	RFTACT /AD
	PIR Report	Need to update outdated manual of the Administrative Service	Southern Leyte	RFTACT /AD
		Ensure accurate and timely release of salary and other benefits through downloading of the payroll system to the Schools Division Offices for faster	Samar	RFTACT /AD

Pillars	Source of Data	Priority Needs of the SDOs	Target SDOs	RFTACT TA Provider
		and easier access SDOs operate its own Payroll System		
	Consolidated Status of NS and ND as of December 31, 2024	Monitor submission of settlement documents on Fund Transfers to SDOs thereby reducing the NS and ND balances reported in 12/31/2024	13 SDOs	FD RFTACT members
	Consolidated Status of AOMs of December 31, 2024	Monitor AOM Compliance of SDOs thereby increasing the compliance rate at the end of the year	13 SDOs	FD RFTACT members
	PIR Results	Address financial management issues and concerns raised during the PIR	13 SDOs	FD RFTACT members

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