



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

September 9, 2025

REGIONAL MEMORANDUM

No. **1122**, s. 2025

**MONITORING ON THE STATUS OF IMPLEMENTATION AND UTILIZATION OF
 PROGRAM SUPPORT FUNDS (PSF) FOR THE SPECIAL CURRICULAR
 PROGRAMS (SCPS) AND OTHER PROGRAMS AND PROJECTS AND
 CURRICULUM CONTEXTUALIZATION FOR ALL LEARNING
 AREAS INCLUDING ALS AND LRMDP FOR
 CALENDAR YEAR 2025-2026
 AND SUCCEEDING YEARS**

To: Schools Division Superintendents
 All Others Concerned

1. In line with its commitment to quality assurance and inclusive program delivery, the Department of Education, Regional Office VIII, through the Curriculum and Learning Management Division (CLMD), shall conduct a Monitoring on the Status of Implementation and Utilization of Program Support Funds (PSF) for the Special Curricular Programs (SCPs) and other Programs and Projects and curriculum contextualization for all learning areas including ALS and LRMDP for Calendar Year 2025-2026 and succeeding years.
2. This activity aims to:
 - a. assess the extent and fidelity of implementation of Special Curricular Programs (SCPs) and other PPAs and regional initiatives;
 - b. validate the utilization of Program Support Funds (PSF) in terms of its efficiency and appropriateness in support to program objectives, activities, and learner outcomes;
 - c. monitor and validate the progress of the curriculum contextualization in all learnings areas including ALS and LRMDP;
 - d. check the required number of the quality assured contextualized learning resources per learning area per quarter;
 - e. monitor and assess the status of distribution and utilization of the regionally procured Learning Tools and Equipment in Science and Math (SME) and Technical-Vocational Education (TVL) in the recipients schools;
 - f. identify implementation gaps, best practices, and areas for improvement in order to strengthen inclusive and quality program delivery of the implementing divisions; and

- g. provide relevant technical assistance to SDOs in resolving issues and concerns on the conformity of PPAs implementation with the policy guidelines and on the curriculum contextualization.

3. The table below shows the assigned monitors per Schools Division Office.

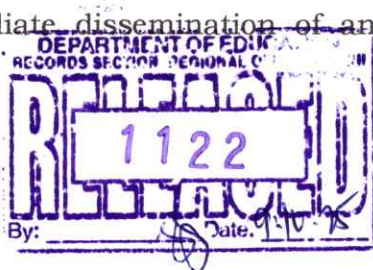
No.	Schools Division Office	Monitors	Date
1	Biliran, Ormoc City, Samar, Maasin City	Joy B. Bihag, Nova P. Jorge, Margie S. Balledo	Any schedule agreed upon by the assigned monitors and SDOs within C.Y. 2025-2026 and beyond. <i>(Note: Each Program Focal Person may join in any of the group to monitor the implementing divisions as the need arises)</i>
2	Borongan City, Eastern Samar, Baybay City	Ryan R. Tiu, Dean Ric Endriano, Amenia C. Aspa	
3	Catbalogan, Calbayog City, Northern Samar	Ernani S. Fernandez Jr., Dandy G. Acuin, Alfredo Café,	
4	Leyte, Southern Leyte, Tacloban City	Gertrudes C. Mabutin, Glendale B. Lamiseria, Annamarie C. Tolibas	

4. The Division Program Focal Persons shall prepare the following tools per attachment during the monitoring activities:

- Accomplished Monitoring & Evaluation Form 001 (Financial) from Bureau of Curriculum Development (BCD)
- CLM Form 2- Monitoring and Evaluation Tool for Technical Assistance for Division Offices on the Implementation of Curriculum Programs and Projects
- CLM Form 4-M & E TOOL for Contextualization of Learning Resources

5. All expenses incurred relative to the conduct of this monitoring activity shall be charged against the downloaded funds per **OSEC-8-24-2736, OSEC-8-24-4372, IPed PSF, SNEd, and Local Funds** or other eligible source/s of funds subject to the usual accounting and auditing rules and regulations.

6. Immediate dissemination of and compliance with this Memorandum are desired.



RONALO K. FIRMO CESO IV
Assistant Regional Director
Officer-In-Charge
Office of the Regional Director

Enclosure: As stated

Reference: None

To be indicated in the Perpetual Index under the following subjects:

CURRICULUM MONITORING PROGRAM AND PROJECTS

CLMD-NPJ



**DEPARTMENT OF EDUCATION
BUREAU OF CURRICULUM DEVELOPMENT
Monitoring & Evaluation Form 001 (Financial)**

Respondent's Information

School Year (Reference Year): 2024-2025

Region	Division	School ID & Name of School
First Name	Middle Name	Last Name
Position / Designation (Check one) <input type="checkbox"/> EPS <input type="checkbox"/> SEPS <input type="checkbox"/> Accountant <input type="checkbox"/> PSDS <input type="checkbox"/> School Principal <input type="checkbox"/> SCP Focal Person <input type="checkbox"/> Others (Specify)	Date Accomplished (06/04/2025)	Mobile Phone Number and email address of respondent
Name, position and place of assignment of monitor		Mobile Phone Number and email address of monitor

1. What is the financial status of the School/Division/Region? Please fill out the table below with the necessary information:

Special Program	Number of Divisions & Schools	Number of Learner Recipients	FUND ALLOCATION AND RELEASE				ACTUAL DISBURSEMENT				LIQUIDATED (YES or NO) If YES, please include the date of liquidation
			AMOUNT ALLOCATED (A)	Date Sub-ARO was Received by RO/DO (mm/dd/yyyy)	Date NCA was Requested by RO/DO (mm/dd/yyyy)	Date NCA was Released to RO/DO (mm/dd/yyyy)	Number of Actual Receipts	AMOUNT DISBURSED (B)	Check Number/Transaction Number	Date of Check/Transaction (mm/dd/yyyy)	
Special program in the Arts (SPA)											
Special Program in Foreign Language											
• Chinese											
• French											
• German											
• Korean											
• Japanese											
• Spanish											
Special Program in Journalism (SPJ)											
Special Program in Sports (SPS)											
Special Program in Science, Technology, Engineering and Mathematics (SPSTEM)											
Special Program in Technical Vocational Education (SPTVE)											
SUB-TOTAL											
OTHER DOWNLOADED FUNDS											
M&E Funds											
SUB-TOTAL											
TOTAL											

Supporting documents presented by respondent:

Remarks:

2. Do you have other sources of funds for Special Curricular Programs? Please fill out the table below.

OTHER SOURCES	NUMBER OF RECIPIENTS/ ITEMS/ UNITS	PURPOSE/S	AMOUNT RECEIVED/ ESTIMATED MONETARY VALUE RECEIVED	DATE GRANTED/ RECEIVED	REMARKS
Provincial Government					
Municipal Government					
City Government					
Countrywide					
Development Fund (CDF)					
Special Education Fund (SEF)					
Local School Board (LSB)					
Barangay					
Non-Government Organization (NGO)					
Project Support Fund (PSF)					
Others (Specify)					
TOTAL					

3. What are the major issues and concerns you encountered related to finance?

Issues and concerns encountered	Action taken at your level	Recommendations for policy improvement

Thank you very much for your cooperation.



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**CLM Form 2: Monitoring and Evaluation Tool for Technical Assistance
for Division Offices on the Implementation of Curriculum
Programs and Projects**

Description: This tool is to be used by the regional personnel conducting Monitoring and Evaluation of the different curriculum programs and projects implemented by the division. The key informants for completing this tool are the division focal persons or coordinators of the curriculum program or project monitored.

Directions: Please respond to the tool by ticking the appropriate box that corresponds to your observation and available documentary evidence.

For Parts I & II, use this scale:

- Never* - not done at all
Occasionally - done once a month
Often - done at least twice a month

A. Division Profile

Division: _____
Program/Project/Activity/Learning Area: Implemented: _____
Focal Person(s): _____
No. of District/School Implementers: _____
Start of Implementation: _____
Sponsor, if any: _____
Cost of Implementation: _____

I. Instructional Leadership				
A. Assessment for, as, and of Learning	Never	Occasio- nally	Often	MOVs
1. Manages the processes and procedures for monitoring student achievement.				
2. Ensures utilization of a range of assessment processes to diagnose, assess learner performance, and make assessment a learning process for students				
3. Assesses the effectiveness of curricular/co-curricular programs and /or instructional strategies.				
4. Utilizes assessment results to improve learning.				
B. Developing Projects or Adopting Existing Curricular Programs/Projects	Never	Occasion ally	Often	MOVs
5. Develops/adopts a research based school co-				



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curricular program and determine its effectiveness				
6. Develop and manages a coherent and responsive curriculum program/project which supports and enhances the contextualized curriculum				
7. Addresses deficiencies and sustains successes of current programs in collaboration with PSDSs, SHs, teachers, and learners				
8. Develops a culture of functional literacy/numeracy/21 st century skills through the curriculum program/project implemented				
C. Implementing Programs for Instructional Improvement	Never	Occasionally	Often	MOV's
9. Manages the introduction of contextualized curriculum and instruction initiatives in line with DepEd policies and standards.				
10. Works with PSDSs, SHs, and teachers in curriculum review.				
11. Enriches curricular offerings through contextualization.				
12. Manages curriculum innovation and enrichment with the use of technology.				
13. Organizes districts/schools to champion instructional innovation programs toward curricular responsiveness.				
II. Instructional Supervision	Never	Occasionally	Often	MOV's
14. Prepares and implements an instructional supervisory plan				
15. Conducts Instructional Supervision using appropriate strategy				
16. Evaluates lesson plans as well as actual classroom and learning management				
17. Provides in a collegial manner timely, accurate and specific feedback to school heads and teachers' regarding their performance.				
18. Provides expert technical assistance and instructional support to school heads and teachers.				
III. Effectiveness on Critical Processes				
A. Planning	Yes	No	Remarks	
19. Did planning help you attain your goal?				



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20. Was it necessary to implement a program or project? If yes, indicate the benefits:			
B. Advocacy	Yes	No	Remarks
21. Did the stakeholders support the program/project? If yes, please name the stakeholders:			
22. Did the stakeholders' support positively affect the program/project implementation? If yes, indicate the positive effects:			
B. Contextualization	Yes	No	Remarks
23. Did the Division program implementers utilize the Local Learning System or Contextualized Curriculum in providing technical assistance on curriculum and instruction to School heads and teachers? If yes, indicate the theme/s utilized:			
24. Was the Local Learning System matrix or Contextualized Curriculum useful in the teaching-learning process? If yes, indicate the benefits derived:			
D. TA/CB	Yes	No	Remarks
25. Did the division conduct TA/support to district/schools? If yes, specify:			
26. Did the division conduct Capability Building to districts/schools? If yes, specify:			
27. Did the division conduct TA/CB based on needs? If yes, indicate the bases:			
28. Were the CB programs focused? If yes, indicate the bases:			
29. Did the TA improve the competencies of			



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implementers? If yes, indicate the marked improvement:			
30. Did the CB program/s improve the competencies of the implementers? If yes, indicate the marked improvement:			
31. Are there other division needs not currently addressed? If yes, specify:			
32. Has there been a marked improvement in the division performance as a result of the program implementation? If yes, indicate the marked improvement:			
D. Implementation	Yes	No	Remarks
33. Did your classroom observations show that the teaching-learning process adheres to the MATATAG Curriculum standards and the program/project's goals?			
34. Did the division recognize the school's good practices for replication?			
E. Research	Yes	No	Remark
35. Did the division conduct research related to the program/project? If yes, specify: _____			
36. Did the division report and utilize the research findings? If yes, specify: _____			
F. LR Development and Utilization	Yes	No	Remarks
37. Are there learning resources available? If yes, specify: •			
38. Are the resources adequate? If yes, indicate the adequacy by a check mark:			
_____ very adequate			
_____ moderately adequate			
_____ not adequate			



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39. Were the resources developed by: ____ CO			
____ RO			
____ DO			
____ School			
Others: Specify			
40. Are the resources contextualized?			
41. Do the resources conform to the LR standards?			
42. Do your classroom observations show that local materials were maximally utilized in the teaching-learning process?			
43. Do your classroom observations show that the resources contribute to the effectiveness of implementing the Curriculum?			
G. M & E	Yes	No	Remarks
44. Did the division conduct M & E of the program implementation at the school level?			
45. Did the division report and utilize the M & E results?			

M&E Personnel:

Region:			
Monitored by:	<i>First Name</i>	<i>MI</i>	<i>Last Name</i>
Position:	Date Accomplished:		
Conforme:			
	Printed Name & Signature		
	Division/School:		
Position:	Date:		



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CLMF 4: M & E TOOL for Contextualization of Learning Resources

Description: This tool is to be used by the Regional CLMD personnel in Monitoring and Evaluation of the development of contextualized learning resources by the school divisions to ensure that the LRs are culturally responsive, relevant in the local context, and other application of contextualization. The key informant concerned with completing this tool is the division/school focal person or coordinator.

Division/School: _____

Focal Person: _____

Sponsor, if any: _____

Area of Concern	Yes	No	Remarks/ Comments
Part I. Processes in the development of the Contextualized Learning Resource and Teaching Resource.			
Development of Contextualized Learning Resources			
• Alpha Version: The alpha version of LRs is closely aligned to the prepared design/elements/parts.			
• The LRMDP design development processes of learning resources are applied. (organized development team, conducted orientation, initiated internal QA)			
<u>Quality Assurance/Conformance Review:</u> Did you apply the LRMDP Quality Assurance process of resources? (QA Team – Check Results)			
• Final version: The final revision is based on the results of the QA/Conformance review process.			
• Publication: The complete metadata are applied and reviewed by the QA Team/Specialist.			
Part II. Qualities of the Contextualized Learning Resource and Teaching Resource developed			



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Do the newly developed/redeveloped contextualized learning resources reflect the following concepts?				
Local language	The mother tongue or the multi-languages utilized in the content development of the LRs			
Local learning process	The LRs are using local learning processes to facilitate knowledge and values formation.			
Local content	<p>The contextualized LRs allow learners to understand new concepts and principles through the use of local learning materials such as any of the following:</p> <ol style="list-style-type: none"> 1. Festivals and Dances 2. Local history /heroes,/events 3. Enduring Beliefs and Values 4. Indigenous People / Materials 5. Role Models for Achievements 6. Musical Pieces, Songs, Instruments 7. Anthology and Folktales 8. Food and Local Products 9. Topography, Flora, and Fauna 10. Tourism and Industry 			
Local resources	The contextualized LRs facilitate learning through the inclusion of local human and material resources.			
	The contextualized LRs allow learners to appreciate their own culture and take pride in their local heritage without sacrificing the national competency standards.			
Other ways of contextualization	The Learning Resources are using various teaching and			



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strategies	learning strategies to meet individual differences/ learning styles. (if applicable)			
Do the contextualized LRs adhere to LRMDP Standards, Specs, and Guidelines related to the following:				
1. Intellectual Property Rights	▪ All texts, visuals, materials, and illustrations are accurately cited.			
2. Learning Competencies	▪ Content is consistent with the targeted DepEd Learning Competencies (LCs) intended for the learning area and grade level.			
3. Instructional Design and Organization	▪ Sequencing of contents and activities within each lesson facilitates the achievement of objectives.			
	▪ Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).			
	▪ The LRs develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem-solving) and 21st-century skills.			
4. Instructional Quality	▪ Content and information are accurate.			
	▪ The LRs are free from factual, computational, and grammatical errors			
5. Social Content	▪ The Learning Resources are free from any social content violations.			



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6. Assessment	▪ The Locally-developed Learning Resources (LEs/LPs/TGs) provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies.			
	▪ Assessments are aligned with the specific objectives and content.			
1. Readability	▪ Vocabulary level is adapted to target users' experience and understanding.			
	▪ There is a logical and smooth flow of ideas within a lesson and from lesson to lesson.			

M&E Personnel:

Region:			
Monitored by:	<i>First Name</i>	<i>MI</i>	<i>Last Name</i>
Position:	Date Accomplished:		
Conforme:			
	Printed Name & Signature		
	Division/School:		
Position:	Date:		



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6. Assessment	<ul style="list-style-type: none">▪ The Locally-developed Learning Resources (LEs/LPs/TGs) provide useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies.			
	<ul style="list-style-type: none">▪ Assessments are aligned with the specific objectives			