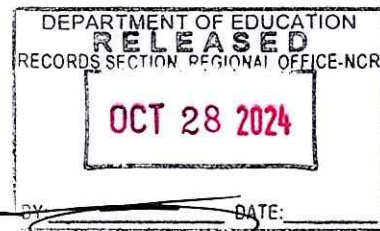




Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION



October 21, 2024

REGIONAL MEMORANDUM

No. 1115, s. 2024

To: Schools Division Superintendents
 Chiefs of Functional Divisions
 Schools Division Research Committee
 All Others Concerned

**CORRIGENDUM TO REGIONAL MEMORANDUM NO. 195, S. 2024 –
 LEARNING ENGAGEMENT ON TECHNICAL ASSISTANCE PROVISION
 TO SCHOOLS DIVISION OFFICE (SDO)**

- Relative to Regional Memorandum No. 195, s. 2024 and Advisory No. 217, s. 2024, please be advised that the conduct of Learning Engagement on Technical Assistance Provision to Schools Division Office (SDO) has the following changes:

Schools Division Office	Original Schedule	New Schedule
Schools Division of Parañaque City	September 28, 2024	November 14, 2024
Schools Division of Marikina City	November 5, 2024	November 12, 2024

- All other details remain the same.
- Immediate dissemination of this Memorandum is desired.

JOCELYN DR ANDAYA
 Director IV

FTAD/mlccp



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 NATIONAL CAPITAL REGION



Advisory No. 217, s. 2024
 September 16, 2024

CHANGES ON THE SCHEDULE OF LEARNING ENGAGEMENT ON TECHNICAL ASSISTANCE PROVISION TO SCHOOLS DIVISION OFFICE (SDO)

Relative to Regional Memorandum 933, s. 2024, 2024 National Teachers' Month Celebration, please be advised that the conduct of Learning Engagement on Technical Assistance Provision to Schools Division Office (SDO) has the following changes:

Schools Division Office Involved	Original Schedule	New Schedule
Schools Division of Mandaluyong City	September 19, 2024	October 29, 2024
Schools Division of Marikina City	September 17, 2024	November 5, 2024
Schools Division of Paranaque City	September 16, 2024	October 28, 2024
Schools Division of Taguig City and Pateros	September 20, 2024	October 30, 2024

All participants are reminded to accomplish the Technical Assisatnce Competency Scale which can be accessed through [https://www.deped.gov.ph/](#).

Other provisions stated in Regional Memorandum 151 and 195, s. 2024, pertaining to the above captioned activity remain the same.

For more information, please contact:

Maria Laarni Carla C. Paranis

marialaarni@depedncr.com.ph

JOCELYN DR. ANDAYA
 Director IV



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Republic of the Philippines
Department of Education
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March 6, 2024

REGIONAL MEMORANDUM

No. 195, s. 2024

To: Schools Division Superintendents
 Functional Division Chiefs
 Schools Division Research Committee
 All Others Concerned

**CORRIGENDUM TO REGIONAL MEMORANDUM NO. 151, S. 2024 –
 LEARNING ENGAGEMENT ON TECHNICAL ASSISTANCE
 PROVISION TO SCHOOLS DIVISION OFFICE (SDO)**

1. Relative to Regional Memorandum No. 151, s. 2024, the following changes shall be implemented:

Schools Division Office Involved	Original Schedule	New Schedule	TA Provider/ RFTAT Members
Schools Division of Caloocan City	March 26, 2024	March 26, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Joan R. Pedroche
Schools Division of Pasay City	March 26, 2024	March 27, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Joan R. Pedroche
Schools Division of Las Piñas City	March 26, 2024	March 28, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Joan R. Pedroche
Schools Division of Muntinlupa City	March 26, 2024	March 29, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim



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			Joan R. Pedroche
Schools Division of Mandaluyong City	June 28, 2024	June 10, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Hajji R. Palmero Juliet J. Icamen
Schools Division of Marikina City	June 28, 2024	June 11, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Hajji R. Palmero Juliet J. Icamen
Schools Division of Pasig City	June 28, 2024	June 12, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Hajji R. Palmero Juliet J. Icamen
Schools Division of Parañaque City	June 28, 2024	June 13, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Hajji R. Palmero Juliet J. Icamen
Schools Division of Quezon City	September 20, 2024	September 17, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Micha G. Pacheco Marina C. Espino
Schools Division of Malabon City	September 20, 2024	September 18, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Micha G. Pacheco Marina C. Espino
Schools Division of Valenzuela City	September 20, 2024	September 19, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Micha G. Pacheco Marina C. Espino



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Schools Division of Navotas City	September 20, 2024	September 20, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Micha G. Pacheco Marina C. Espino
Schools Division of Manila	November 12, 2024	November 12, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Lilia A. Ricero Atty. Joylyn P. Dulnuan
Schools Division of Makati City	November 12, 2024	November 13, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Lilia A. Ricero Atty. Joylyn P. Dulnuan
Schools Division of San Juan City	November 12, 2024	November 14, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Lilia A. Ricero Atty. Joylyn P. Dulnuan
Schools Division of Taguig City and Pateros	November 12, 2024	November 15, 2024	Roger R. Morillos Maria Laarni Carla C. Paranis Jingle A. Lim Lilia A. Ricero Atty. Joylyn P. Dulnuan

2. Prior to the conduct of the activity, the Division Drop-out Reduction Composite Team shall prepare the updated data on learners at risk of dropping out and learners no longer participating in activities for SY 2023-2024 (first, second and third grading period) including the Bottlenecks, Concerns, and Challenges Encountered on the Implementation of Drop-out Reduction Programs using the prescribed tools.
3. Education Program Supervisors, Public Schools District Supervisors, Specialists and other TA providers in the Schools Division Offices who have not responded yet in the assessment of the level of competencies of TA providers shall accomplish the form through the link <https://bit.ly/tacompetencies> on or before **March 15, 2024**.



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4. Provision of TA Evaluation Tool will also be discussed as part of the agenda on improving technical assistance competencies.
5. The venue for the coordination meeting of RFTAT shall be moved from DepEd NCR Conference Room to HRDD Hub.
6. All other details remain the same.
7. Enclosure No.1 is the Analysis Report on Learners At-Risk (LARs)
8. Enclosure No. 2 is the Report on Learners No Longer Participating in Activities
9. Enclosure No. 3 is the Bottlenecks, Concerns and Challenges Encountered on the Implementation of Drop-out Reduction Programs.
10. Enclosure No. 4 is the Technical Assistance (TA) Competency Scale.
11. Enclosure No. 5 is the Needs Assessment Tool for TA Providers.
12. Enclosure No. 6 is the Provision of TA Evaluation Tool.
13. Should you have clarifications and concerns, please contact Maria Laarni Carla C. Paranis, Education Program Supervisor, Field Technical Assistance Division, through email address marialaarnicarla.paranis@deped.gov.ph.
14. Immediate dissemination of this Memorandum is desired.


JOCELYN DR. ANDAYA
Director IV

/ftad-mlccp



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(Enclosure No. 1 to Regional Memorandum No. ___ s. 2024)

Analysis Report on Learners At-Risk (LARs)

(__ Grading, SY _____)

(Note: To be submitted to the Regional Office)

Grade Level: _____ Total No. of LARs in Grade Level: _____

Rank	Reasons for Being At Risk	f		%	Action Taken	Status
		Male	Female			
1						
2						
3						
4						
5						
6						

Prepared by:

Noted by:



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(Enclosure No. 2 to Regional Memorandum No. ____ s. 2024)

Report on Learners No Longer Participating in Activities
(SY _____)

School	Grade Level	Name of Learners At Risk	Reasons for Being At Risk	Action Taken	Results/Remarks

Total No. of Learners = _____
Total No. of Learners No Longer In School = _____

Submitted by:

Division Focal Person

Approved by:

Schools Division Superintendent



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(Enclosure No. 3 to Regional Memorandum No. ___ s. 2024)

**Bottlenecks, Concerns and Challenges Encountered
on the Implementation of Drop-out Reduction Programs**

Bottlenecks, Concerns, and Challenges	Action Taken	Results

Submitted by:

Division Focal Person

Approved by:

Schools Division Superintendent



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(Enclosure No. 4 to Regional Memorandum No. ____ s. 2024)

TECHNICAL ASSISTANCE (TA) COMPETENCY SCALE

Schools Division: _____ Functional Division/ Office/ Unit: _____
 Name of TA Provider: _____ Position of the TA Provider: _____

Directions: Read the statements carefully and reflect on your competencies as technical assistance (TA) provider. Please put a check (✓) mark that would best describe your competency as TA provider according to the following standards:

- 4- Distinguished
- 3-Highly Proficient
- 2-Proficient
- 1-Beginning

COMPETENCIES	Distingu ished	Highly Proficien t	Proficie nt	Beginni ng
Skills on Identifying and Prioritizing TA Needs - <i>These skills require analytical expertise in proving and interpreting data so that TA providers can identify areas for improvement that need technical assistance.</i>				
1. Collecting performance data.				
2. Identifying performance gaps.				
3. Prioritizing technical assistance (TA) needs based on accurate data analysis.				
4. Performing analytical expertise in interpreting data.				
5. Conducting interviews to have deeper understanding of the TA needs.				
Facilitating Skills - <i>These include listening, questioning, attending and integrating skills. These skills are utilized in all the steps and processes in providing technical assistance.</i>				
6. Listening to the response to one question before asking another one.				
7. Observing by keeping an open mind on non-verbal gestures that can be heard, seen, or touched.				
8. Asking open-ended questions during the working phase.				
9. Attending or responding to learning needs being noted and observed.				
10. Being consistent to catch any expressed or implied need by the client.				
11. Integrating or synthesizing points and ideas.				
12. Summarizing shared ideas and perspectives.				

Skills in Giving and Receiving Feedback - These skills greatly help both the technical assistance provider and the clients in increasing their ability to see themselves as others see them. Feedback has to be given immediately for it to be relevant, timely and effective.				
13. Giving and receiving feedback immediately to become effective and relevant.				
14. Giving mentee recognition and sincere positive verbal feedback.				
15. Giving corrective feedback in private.				
16. Giving feedback immediately after the performance.				
17. Offering useful suggestions for the mentee to try next time.				
Coaching and Mentoring Skills – series of one-on-one exchanges between the provider and the client or learner focused on performance or performance-related topics. It is process that enables learning and development to occur and improve performance. Coaching would require the application of the other behavioral skills already mentioned previously. For an effective coaching and mentoring, the provider should be able to adapt to the needs of the learner.				
18. Coaching enable learning and development process to facilitate the performance improvement.				
19. Respecting mentees' boundaries.				
20. Encouraging mentee to increase confidence.				
21. Modelling behavior to convey ideas and processes one-on-one.				
22. Challenging mentee to do more than what is expected from them.				
Monitoring and Analysis of TA Progress - This is the ability to check on the process and progress of the technical assistance provided according to standards set and offer recommendations for adjustment.				
23. Monitoring the process and progress of TA provided according to standards set.				
24. Encouraging clients in moving forward for performance continuous improvement.				
25. Support TA practices in mentoring other staff in delivering quality basic education to diverse learners.				
26. Tracking progress based on the TA provided.				
27. Keeping agreements made.				
Evaluating Technical Assistance Results - The ability to evaluate the impact or results of technical assistance provided. Eventually, the results of all technical assistance provides information for decision.				

<i>making at the division level and recommendations for policy formulation at the regional level.</i>				
28. Evaluating the impact or results of TA provided.				
29. Analyzing the current status of technical assistance relationships.				
30. Preparing technical assistance report.				

(Enclosure No. 5 to Regional Memorandum No. ___ s. 2024)

**NEEDS ASSESSMENT TOOL FOR
TECHNICAL ASSISTANCE (TA) PROVIDERS**

Schools Division: _____ Functional Division/ Office/ Unit: _____
Name of TA Provider: _____ Position of the TA Provider: _____

Directions: Please read and provide answer/s based on your experience as technical assistance (TA) provider.

1. For you, what is technical assistance (TA)?
 2. How familiar are you with the process of TA?
 3. When and where do you usually hold technical assistance sessions and for how long?
 4. How do you provide technical assistance to School Heads and teachers in addressing the learning gaps and improving the quality of education outcomes?
 5. How would you describe your client whom you provide TA?
 6. What were your expectations of with your client?
 7. How would you describe your technical assistance experience with your client?
 8. What Knowledge, Attitude, Values and Skills (KAVS) do you exhibit when you conduct technical assistance?
 9. How do you document your conduct of technical assistance?
 10. Do you set goals before the start of the TA session?
 11. What difficulties and challenges did you encounter as a TA provider?
 12. How would you know if your technical assistance was successful?
 13. Is there any document in your office that details the why, how, who, and when technical assistance should be done?
 14. How did your TA contribute to the achievement of organization goals?
 15. What assistance do you still need to improve your services as TA provider?
-



Republic of the Philippines
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(Enclosure No. 6 to Regional Memorandum No. ___ s. 2024)

PROVISION OF TECHNICAL ASSISTANCE
 Evaluation Tool

Division: _____ Name of rater: _____
 Name of TA Provider: _____ Position of the TA Provider: _____
 School: _____

Directions: Technical Assistance pertains to providing targeted support to SDO or school encountering operational issues or difficulties. TA is provided through provision of technical inputs, training, and mentoring assistance, facilitation services and networking services (DepEd NCR Technical Assistance System and Knack (TASK)).

Click the corresponding rating according to the following standard:

- (4) Full compliance -if indicator has been completely met with accuracy
- (3) Near compliance – if the indicator has few incomplete parts with less error
- (2) Partial compliance- if indicator has only been partially complied with several errors
- (1) Non-compliance- if indicator has not been met with much error

Data-Driven – determined by or dependent on the collection or analysis of data				
	4	3	2	1
Items				
1. The TA Provider explains the results of the situational analysis conducted to the clients. (pre-implementation)				
2. The TA Provider identifies the priority needs of clients. (pre-implementation)				
3. The TA Provider explores the nature of the problem encountered by the clients. (pre-implementation)				
4. The TA Provider assists the client to focus on the issues, gaps, and concerns to be addressed. (during implementation)				
5. The TA Provider provide alternative solutions to client based on the data analyzed. (during implementation)				
6. The TA Provider uses the results of the of the M & E for further actions. (post implementation)				



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Relevance -closely connected or appropriate to what is being done or considered				
Items	4	3	2	1
1. Technical assistance is aligned to my competency-needs. (during implementation)				
2. The technical assistance strategy used is appropriate. (during implementation)				
3. The TA provided was useful to fulfill my work functions. (during implementation)				
4. The TA provided contributed to the achievement of my work goals. (during implementation)				
5. The technical assistance provided helped me to come up with my own strategies to improve my work performance. (during implementation)				
6. The TA provided is responsive to the challenges I encountered in my work. (during implementation)				
7. The TA Provider determine the reasons or hindering factors on the issues, gaps, and concerns of the clients. (during implementation)				

Efficiency - able to accomplish something with the least waste of time and effort				
Items	4	3	2	1
1. The TA was implemented as planned. (post implementation)				
2. Technical assistance is delivered on or before the target starting date. (during implementation)				
3. Technical assistance is delivered on or before the target termination date. (post implementation)				
4. The TA provided was in compliance with the existing guidelines of DepEd NCR TASK. (during implementation)				
5. The persons involved actively participated in the TA session/s.				
6. The TA team is cohesive in their delivery strategies. (during implementation)				
7. The resources used is enough to deliver the TA services.(during implementation)				

Effectiveness -the degree to which something is successful in producing a desired result				



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Items	4	3	2	1
1. The objectives of the TA were achieved (post implementation)				
2. I have observed improvement in my behavior after the TA. (post implementation)				
3. I have observed myself progressing towards the goal of the TA during the conduct of the strategies (during implementation)				
4. Others have observed improvement in my behavior after the TA. (post implementation)				
5. I am satisfied with the TA provided. (post implementation)				
6. The TA provided addressed my gaps, concerns and issues.(post implementation)				
7. The TA conducted produced the needed improvement in my performance. (post implementation)				
8. The barriers encountered (i.e. time constraint, availability of TA provider and client) were prevented for the successful implementation of the TA. (during implementation)				

Sustainable – ability to maintain or support a process continuously over time				
Items	4	3	2	1
1. The TA provided can be applied to the similar concerns of the client. (post implementation)				
2. The TA provider asked questions after giving TA services. (post implementation)				
3. The TA provider tracked my progress. (during implementation)				
4. The TA provider follow-up on my actions taken. (during implementation)				
5. The TA provider documented changes that happened. (during implementation).				
6. The client is satisfied with the change resulting from the delivery of TA. (post implementation)				
7. The TA provider maintains regular schedule in the conduct of the TA process. (during implementation)				



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Republic of the Philippines
Department of Education
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FEB 28 2024

February 19, 2024

REGIONAL MEMORANDUM

No. 151 s. 2024

To: Schools Division Superintendents
 Functional Division Chiefs
 Schools Division Research Committee
 All Others Concerned

**LEARNING ENGAGEMENT ON TECHNICAL ASSISTANCE PROVISION
 TO SCHOOLS DIVISION OFFICES**

1. Pursuant to DepEd Memorandum DM HROD-2023-0617, and based on the results of assessment of level of competencies of TA providers conducted by the Field Technical Assistance Division during Fiscal Year 2023, the field is hereby informed of the following details relative to the above captioned activity:

Date/ Venue	SDO Involved	TA Provider
March 26, 2024	Schools Division of Caloocan City Schools Division of Pasay City Schools Division of Las Piñas City Schools Division of Muntinlupa City	FTAD RFTAT (Team D)
June 28, 2024	Schools Division of Mandaluyong City Schools Division of Marikina City Schools Division of Pasig City Schools Division of Parañaque City	FTAD RFTAT (Team C)
September 20, 2024	Schools Division of Quezon City Schools Division of Malabon City Schools Division of Valenzuela City Schools Division of Navotas City	FTAD RFTAT (Team D)



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November 12, 2024	Schools Division of Manila Schools Division of Makati City Schools Division of San Juan City Schools Division of Taguig City and Pateros	FTAD RFTAT (Team D)
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2. The learning engagement aims to:
 - a. identify the gaps, issues, concerns and interventions on drop-out reduction.
 - b. enhance the competencies of TA providers; and
 - c. monitor technical assistance initiatives adopted by Schools Division Offices.
3. The agenda and participants to the learning engagements are the following:

Time	Agenda/ Topic	Participants
Part I -		
8:00 - 8:15	Preliminaries	
8:15 - 9:45	Gaps, Issues, Concerns and Interventions on Drop-out Reduction	Division Reduction Team; Drop out Composite
9:45 - 10:00	Break	
10:00 - 12:00	Technical Assistance Simulation	Division Reduction Team; Drop out Composite
12:00 - 1:00	Lunch Break	
Part II -		
1:00 - 1:15	Preliminaries	
1:15 - 2:30	Technical Assistance Initiatives Adopted by SDOs	EPSs and PSDSS
2:30 - 2:45	Break	
2:45 - 4:00	Improving Technical Assistance Competencies	EPSs and PSDSS

4. The Schools Division Offices shall inform the FTAD of the final venue of learning engagement scheduled in their schools division.



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5. Coordination meeting of Regional Field Technical Assistance Team (RFTAT) shall be on March 19, 2024, 9:00AM, DepEd NCR Conference Room.
6. Meals expenses of the participants and RFTAT shall be charged against local funds of respective Schools Division Offices.
7. For clarifications, kindly coordinate with Dr. Maria Laarni Carla C. Paranis, Education Program Supervisor, Field Technical Assistance Division, through email at carla.paranis@deped.gov.ph.
8. Immediate and wide dissemination of this Memorandum is desired.

JOCELYN DR. ANDAYA
Director IV

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