Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD-2024-0164

To	:	Assistant Schools Division Superintendent
		Chiefs of the Schools Governance and Operations Division and Curriculum Implementation Division
		Manuel M. Esperanza, School Principal, Panabo City NHS
		All Concerned
Subject	:	**ATTENDANCE TO THE REVIEW OF THE GUIDELINES ON THE CONDUCT OF PROGRAM MANAGEMENT INFORMATION SYSTEM (PMIS) SCHOOL-LEVEL PILOT TESTING AND SCALE-UP IMPLEMENTATION**
Date	:	March 22, 2024

Attached is Regional Memorandum No. PPRD-2024-024 re: **Attendance to the Review of the Guidelines on the Conduct of Program Management Information System (PMIS) School-Level Pilot Testing and Scale-Up Implementation** on March 26, 2024, 8:30am via MS Teams.

Participants to this activity are the following, to wit:
1. Ker Denzel G. Infiesto, Division Planning Officer
2. Ruben B. Infiesto Jr., Master Teacher II – Panabo City NHS
3. Mariano C. Baugbog Jr., Teacher III – Panabo City NHS
4. Jomar Barte, Teacher III – Panabo City NHS
5. Rubelyn N. Deirit, Bookkeeper – Panabo City NHS

For your guidance and compliance.

JINKY B. FIRMAN PhD, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Encl: As stated
SGOD/aba/kdgi

For the SDS
AILENE B. AÑONUEVO
Chief Education Supervisor, SGOD
Incharge of the Division

MAR 2 2 2024
R E L E A S E D

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DepEd Panabo:
Empowering Champions in Education 2024
through Journeying, Believing and Fostering Commitment in providing quality education, MATATAG for all.

RECORDS SECTION SDO PANABO CITY
BY

Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM
PPRD-2024-024

To : Schools Division Superintendents
Chief Education Supervisors, PPRD, QAD
All Others Concerned

Subject: ATTENDANCE TO THE REVIEW OF THE GUIDELINES ON THE CONDUCT OF PROGRAM MANAGEMENT INFORMATION SYSTEM (PMIS) SCHOOL – LEVEL PILOT TESTING AND SCALE – UP IMPLEMENTATION

Date : March 22, 2024

Pursuant to the Unnumbered Memorandum signed by Nolasco A. Mempin, Undersecretary for Administration dated March 14, 2024, issued the Guidelines on the Conduct of Program Management Information System (PMIS) School – Level Pilot Testing and Scale – Up Implementation. This initiative aims to evaluate the functionality, usability, and impact of the PMIS at the school level, paving the way for a comprehensive and effective system implementation.

In this regard, this Office through the Policy Planning and Research Division, invites all concerned personnel attached in Annex A to attend the Review of the Guidelines on the Conduct of Program Management Information System (PMIS) School – Level Pilot Testing and Scale – Up Implementation on March 26, 2024, from 8:30 AM via Microsoft Teams. The meeting link will be sent through the participants email address on or before March 25, 2024.

For further inquiries and clarifications on this matter, contact Cherry Ann D. Into, Education Program Supervisor of Policy Planning and Research Division, at (082) 224-0750.

Immediate dissemination of this Memorandum is highly desired.

ALLAN G. FARNAZO
Director IV

Enclosure: *As Stated*

ROP2/cadi

RELEASED

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ANNEX A

LIST OF PARTICIPANTS

Review of the Guidelines on the Conduct of Program Management Information System (PMIS) School – Level Pilot Testing and Scale – Up Implementation

March 26, 2024

A. Participant from the Selected Implementing Schools:

Division	School ID	School	Name of Participants
Davao City	304346	Cabantian National High School	Efren T. Butlig Phillip Adrian P. Anding Ma. Gernie B. Lastimosa Carmela D. Angana
	316206	Don Enrique Bustamante National High School	Tito L. Tuquib Ma. Venus O. Alzate Carla Joy P. Remo Ma. Argie O. Dimaligalig
	305356	Crossing Bayabas National high School	Segundina C. Ramos Editha Q. Cabahug Romeo Jr. B. Calzada Daniel Ben B. Yngayo
Davao De Oro	304199	Monkayo National High School	Kristian Anhara L. Martesio Beverly D. Lloren Mark Virgel P. Nuenay Ronald A. Derano
	304205	Nabunturan National Comprehensive High School	Ian C. Melendres Myra Vinsyo J. Abina Teofaniña J. Roxas Kriz Marie B. Mordeno
Davao del Norte	304222	Carmen National High School	Lordelyn A. Buyo Glenn D. Sarona Ariel E. Melloria Joann Isabel M. Revilla
	304254	Sto. Tomas National High School	Ricardo Jr. M. Olmedo Marilou P. Cubero Lolita B. Novela Florie Rose F. Janeo
Davao del Sur	304277	Ihan National High School	Iris F. Espija Djhoana Jean O. Jesuro Perla S. Gomez Oscar C. Saplagio
	304297	Sulop National High School	Mercy Fe M. Mopal Miraflor C. Perang Melodina S. Ramirez

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Office of the Regional Director

Division	School ID	School	Name of Participants
			Judarec H. Cambarijan
Davao Occidental	304287	Mariano Peralta National High School	Ervil Charles J. Renoblas
			Ervil Charles J. Millan
			Corazon T. Canoy
			Ruby Jane M. Lucero
Davao Oriental	304321	Lupon National Comprehensive High School	Mildred G. Clemente
			Aida Q. Bandao
			Leah J. Alilian
			Jasmin A. Mendoza
Digos	304400	Digos City National High School (Davao del Sur National High School)	Chona A. Lasib
			Mae Laarni L. Torres
			Demi Moore G. Tagalog
			Ivy Rose R. Donato
IGACOS	304245	Mambago-B National High School	Jocelyn P. Ladres
			Ralph Raymund A. Lasaca
			Cristine Joy A. Loregas
			Jiezylle N. Cortez
Mati	304325	Mati National Comprehensive High School	Evalyn C. Austria
			Jefffrey B. Caiña
			Miraflor G. Rivera
			April Weah Carrielle C. Bongo
Panabo	304408	Panabo City National High School	Jomar D. Barte
			Ruben, Jr. B. Infiesto
			Rubelyn N. Deirit
			Mariano C. Baugbog Jr.
Tagum	304261	Tagum National Trade School	Jocelyn P. Badua
			Rosemarie B. Binag
			Mabelle R. Caya
			Aireen H. Arapoc

B. Other participants:

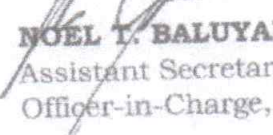|	
Division Planning Officers	Ms. Yvonne Razaga Mr. Remus Lumaya Mr. Airon Alejandro Mr. Dick Navaja Mr. Joseph Chagas Mr. Ker Denzel Infiesto Mr. Rheenald Ranara
PMIS Trainers (PMT)	Ms. Shella Lu M. Dela Cerna Ms. Esther Khrysmaye Roble Mr. Ronnie Mercado Mr. Emmanuel Alpha Sicam Ms. Shiela L. Cambungga Ms. Rizalien Jane Bongcayao Ms. Suzanne Marie G. Dacuycuy Mr. Elmer Puerto Ms. Joan Cereno Ms. Fritzie Ivy Dalangin Ms. Anna Rose Viray Mr. Rolando Borja
PPRD	Ms. Marilyn B. Madrazo Ms. Cherry Ann D. Into Ms. Lou Jynne Masanguid Ms. Sagira Onotan Mr. Jomar Boy Cuyos Ms. Rosalinda Antiporta
Finance Division	Ms. Loradel L. Baricaua Ms. Katherine C. Datoy
QAD	Mr. Jenielito S. Atillo Ms. Darly G. Lamentac
Administrative Division	Mr. Roy T. Enriquez Ms. Janice T. Gamalong

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OUA-OUT-

MEMORANDUM

TO : **Regional Directors**
Assistant Regional Directors
Schools Division Superintendent
Assistant Schools Division Superintendent
School Heads
All Others Concerned

FROM : **NOLASCO A. MEMPIN**
Undersecretary for Administration

NOEL T. BALUYAN
Assistant Secretary for Administration
Officer-in-Charge, Planning Service

SUBJECT : **Guidelines for the Conduct of Program Management Information System (PMIS) School-Level Pilot Testing and Scale-up Implementation**

DATE : 14 March 2024

Following the successful completion of the Program Management Information System (PMIS) National Training of Trainers held from November 21 to 24, 2023 at the Ace Hotel and Suites in Pasig City, the PMIS Central Office Technical Working Group is releasing the guidelines for the PMIS School-Level Pilot Testing and Scale-up Implementation. This memorandum outlines the procedures and protocols for the ongoing PMIS School-Level Pilot Testing being conducted by DepEd Regional Offices NCR, V, VI, and XI and anticipated scale-up implementation for the remaining regions. This initiative aims to evaluate the functionality, usability, and impact of the PMIS at the school level, paving the way for a comprehensive and effective system implementation.

As part of the ongoing efforts to enhance PMIS within basic education institutions, the School-Level Pilot Testing has already commenced in January 2024 and is expected to conclude on June 30, 2024.

This memorandum outlines essential guidelines to facilitate seamless and efficient testing and subsequent scale-up implementation, as follows:

I. Objectives

To conduct a School-Level Pilot Testing of the PMIS focusing on usability, identify areas for improvement, and gauge the system's overall effectiveness in selected schools within six months.

Specifically, the pilot testing aims to:

A. Complete the pilot testing phase of the PMIS School-Level Module;
B. Obtain feedback from participating schools on the usability and functionality of the PMIS School-Level Module, including user experience; and,
C. Identify and resolve issues and concerns encountered during the pilot testing phase and ensure that most reported issues are effectively communicated and resolved.

II. Scope of Pilot Testing

The pilot testing shall cover concepts, modules, and functionalities of the PMIS relevant to school-level operations to ensure comprehensive coverage of key PMIS features such as anchored policies and DepEd's program management (i.e., planning, implementation, monitoring, and adjustment).

User Category	Policy Related Topic/Discussion	Planning Stage	Implementation and Monitoring Stage	Adjustment Stage
End User (EU)	1. DepEd Order No. 11, s. 2021 (*Guidelines on the Operationalization of the Program Management System*) 2. DepEd Memorandum 88, s. 2022 (*Reiteration of the Strict Compliance and Institutionalization of DepEd Order No. 11, s. 2021*)	1. Users of PMIS (EU) 2. Operational Planning (Basics of WFP) 3. Preparation of Expenditure Matrix 4. Basic concepts and Preparation of PPMP and APP-CS	1. Preparation of Activity Request (AR) 2. Preparation of Authority to Conduct (ATC) 3. Accomplishment Reporting (Physical)	1. Adjustment of WFP
Process Owners (PO) -Planning, Finance, Procurement and other relevant POs		1. Users of PMIS (PO) 2. Review and Confirmation of WFP 3. Generation of APP for CSE and Non-CSE	1. Review and confirmation of AR/ATC 2. Downloading and Receipt of Sub-ARO 3. Accomplishment Reporting (Financial) 4. Review and confirmation of Accomplishment Report 5. Report Generation	1. Confirmation of Adjusted WFP

III. Timeline

The PMIS School-Level implementation comprises two main activities: Pilot Testing, scheduled from January to June 2024, followed by Scale-up Implementation from July to December 2024. Pre-implementation, Execution, and Post-implementation Phases will be observed during both the pilot testing and scale-up implementation.

1. **Pre-Implementation Phase**: This phase encompasses all the preparatory activities leading up to the actual implementation of the PMIS School-Level module. It involves tasks such as planning, resource allocation, stakeholder engagement, and training.
2. **Execution Phase**: This is where the planned activities are carried out according to the established timeline and guidelines. This includes the actual implementation of the PMIS School-Level program in selected regions, schools, or divisions, as well as the monitoring of progress and addressing any issues that may arise.
3. **Post-Implementation Phase**: Following the completion of the program activities, this involves activities related to assessment, analysis, and reflection. This phase includes assessing the outcomes and impact of the program, documenting lessons learned, and preparing recommendations for scale-up or full-scale implementation or improvement efforts.

Detailed schedules and testing phases are outlined in the attached timeline below.

Activity	Pilot-Testing		Scale-Up Implementation	
	Start Date	**End Date**	**Start Date**	**End Date**
A. Pre-Implementation Phase				
Planning and Preparations	December 2023 (Week 1)	February 2024 (Week 4)	July 2024 (Week 1)	July 2024 (Week 2)
Capacity Building/ Training	February 2024 (Week 1)	February 2024 (Week 4)	July 2024 (Week 3)	July 2024 (Week 4)
B. Execution Phase				
Pilot Testing	March 2024 (Week 2)	May 2024 (Week 5)	August 2024 (Week 1)	November 2024 (Week 4)
C. Post-Implementation Phase				
Feedback Collection, Fine-tuning of major processes, and System Enhancement	June 2024 (Week 1)	June 2024 (Week 4)	December 2024 (Week 1)	December 2024 (Week 4)

As part of the pilot testing and scale-up implementation requirements, participating regions are required to submit an implementation plan that the Regional Director has approved. The plan should include a detailed calendar of activities to be carried out throughout the program period. Additionally, regions are expected to submit a report of the six-month testing phase, which will be based on the documented feedback received from the pilot schools. This data will be used to evaluate the effectiveness of the pilot testing and identify areas that require improvement.

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IV. School Selection Criteria

For the Pilot Testing, four regions—NCR, V, VI, and XI—will each select four Schools Division Offices (SDOs) within their respective areas. From these SDOs, each will select four schools categorized as Implementing Units (IUs). The same process will be followed for the scale-up implementation in other regions, except for BARMM. Selection of participating schools for the pilot testing will be based on the following criteria:

Criteria	Description
Size of School	• Include a mix of school sizes, ranging from small to extra-large, to assess the scalability of the PMIS School-Level Module • Ensure representation from various school sizes to understand the system's adaptability across educational settings.
Geographical Location	• Select schools from diverse geographical locations, including urban, suburban, and rural areas. • Consider regional variations (unique characteristics and challenges) to account for potential differences in educational practices and technological infrastructure availability.
Technological Infrastructure	• Assess the technological readiness of schools by considering factors such as the availability of computers or laptops, internet connectivity, printers, and other essential technologies and equipment. • Prioritize schools with existing infrastructure that aligns with the requirements of the PMIS School-Level Module.
Willingness to Participate	• Engage schools that express a genuine interest and willingness to participate in the pilot testing phase actively. • Consider feedback from school administrators, teachers, and personnel regarding their enthusiasm and commitment to the testing process.
Administrative Support	• Seek commitment and support from school administrators and leadership to actively engage in the pilot testing. • Assess the level of administrative buy-in and collaboration, as it is crucial for successfully implementing the PMIS School-Level Module.
Resource Availability	• Assess the availability of manpower and material resources within the schools to actively participate in the pilot testing. • Consider factors such as the availability of dedicated non-teaching personnel and the allocation of time and effort for testing activities.

V. Training and Support:

The success of any pilot testing initiative depends mainly on the capacity and readiness of the personnel involved in the process. All school administrators and personnel must receive a comprehensive training session to ensure that the pilot testing runs smoothly. This training session should equip them with the necessary knowledge and skills to effectively carry out their roles in the pilot testing and scale-up implementation process. Through this training, they will also better understand the objectives and the expected outcomes.

Each pilot region has been allocated a program support fund of Php 535,500.00. This funding can be utilized for various Learning and Development (L&D) purposes, including but not limited to orientation, capacity building, training, monitoring, and technical assistance provision. Eligible expenses covered by this fund include:

1. Board and Lodging
2. Meals (if no provision for Board and Lodging)
3. Travelling Expenses by Venue (TEV)
4. Training Supplies

Additional Program Support Funds (PSF) will be downloaded to the four (4) pilot regions and the remaining twelve (12) regions to cover expenses related to the pilot testing and scale-up implementation, as outlined in the mentioned purposes and eligible expenses. A memorandum for the downloading of PSF will be issued separately following the provisions of this guideline, along with a Sub-Allotment Release Order (Sub-ARO), upon approval by the Office of the Undersecretary for Finance.

Continuous technical assistance and support will be provided throughout the pilot testing to support the school administrators and personnel further. This assistance and support will address any issues or queries that may arise during the testing period. Providing prompt and responsive technical assistance can quickly mitigate potential problems, ensuring that the pilot testing stays on track and achieves its intended outcomes. This approach will also help instill confidence and motivation among the school administrators and personnel, which is essential for the success of these initiatives.

During the pilot testing and scale-up implementation, the Regional Office **may opt to introduce** the following for effective technical assistance and support:

Help Desk/Support Center:	• Establish a dedicated help desk or support center. (RO and SDO level) • Provide contact information for users to report issues or seek assistance.
Online Resources:	• One Drive for materials with FAQs, video tutorials, and user guides using this link: **https://bit.ly/PMISSchoolOnlineResources**
Check-ins or Touch-Base:	• Schedule check-in or touch-base with end-users and process owners to gather feedback on their experiences with the PMIS whenever time and resources permits.
Onsite Assistance:	• Have a designated person or team onsite to provide in-person support. • Conduct periodic walkthroughs if necessary to ensure users are comfortable with the system.
Feedback Mechanism:	• Implement a feedback mechanism to collect suggestions for improvement. • Use feedback to enhance training materials and the PMIS itself.

VI. Monitoring and Evaluation:

A vital component of the PMIS School-Level Pilot Testing is the establishment of a systematic monitoring and evaluation system. This M&E system will be implemented to collect feedback from participating schools. To ensure that the program effectively meets its goals and objectives, feedback will be gathered through various means such as surveys, interviews, and focus group discussions. This feedback will be used to assess the PMIS' performance, usability, and impact on school operations. By establishing a comprehensive monitoring and evaluation system, the program will be able to continuously improve and adapt to the needs of participating schools.

A. Data Collection Methods

The following are the various means to gather feedback that the regions and divisions may implement:

1. **Surveys:** Distribute surveys to participating schools regularly to collect feedback on the PMIS system. The surveys should ask questions about the system's ease of use, functionality, and impact on school operations.
2. **Interviews:** Conduct interviews with a representative sample of participating schools to gather more in-depth feedback on the PMIS system. The interviews should explore the schools' experiences with the system, identify any challenges they have faced, and gather suggestions for improvement.
3. **Focus Group Discussions:** Host focus group discussions with participating schools to gather feedback on specific aspects of the PMIS system. The focus group discussions allow for a more in-depth exploration of the schools' experiences and perspectives.
4. **Usability Data:** Collect data on the system's usability, such as the number of support requests received and the average time to resolve issues. This data can be used to identify any areas where the system is difficult to use.

B. Data Analysis

Several data analysis methods are being employed to better understand the performance of the PMIS in supporting school operations. First, feedback is being closely examined to identify any trends or patterns that may arise. Key themes and insights are also being identified to help better understand how the system is used and its overall impact. Additionally, the system's performance is being closely monitored to ensure that it is functioning as intended, and any areas where the system is complicated to use are being identified for improvement. Finally, the effectiveness of the PMIS is being measured to ensure that it meets the school's needs and supports its operations as efficiently and effectively as possible.

C. Data Reporting

The data reporting process involves the preparation of regular reports on the outcomes of the monitoring and evaluation system. These reports are then shared with participating schools, districts, divisions, regional administrators, and other stakeholders to inform them of the progress. The monitoring and evaluation system findings are used to make recommendations for improving the PMIS system, which helps to enhance the overall performance and effectiveness of the system. By utilizing these findings, stakeholders are better equipped to make informed decisions that can lead to improved outcomes for all.

VII. Documentation:

Throughout the PMIS pilot testing and scale-up implementation period, it is vital to record the processes, challenges, insights, and successful practices. These records will provide valuable guidance for refining the PMIS and ensuring its successful implementation.

During the pilot testing period, the implementation team should capture key aspects, including strengths, weaknesses, and issues encountered. This encompasses technical glitches and operational hurdles faced by end-users and process owners. Documentation of these elements enables the implementation team to identify trends, address root causes, and develop effective solutions.

Furthermore, compiling a post-program or activity report is crucial which should summarize all **key findings, challenges, insights, and best practices** observed during the pilot phase. It offers valuable recommendations for refining the PMIS in future iterations, serving as a vital resource for the Central Office and stakeholders as they move towards full-scale implementation.

VIII. Readiness Assessment:

To ensure a smooth testing process, it is important to conduct a readiness assessment for all participating schools. This assessment will help identify any potential challenges that may arise during the testing period so that necessary measures can be taken beforehand to avoid any disruptions. By conducting this assessment, schools can be better prepared for the testing process and ensure that everything runs smoothly. This will not only save time and effort but also minimize any undue stress or anxiety that school administrators and personnel may experience during the testing period.

The pilot testing of the PMIS School Level Module is well-prepared to proceed. The following factors indicate a high level of readiness:

- **Clear objectives and scope:** The pilot testing program has clear and well-defined objectives. This will help to ensure that the pilot testing is focused and productive.
- **Comprehensive training:** Participating schools have received comprehensive training on using the PMIS School Level Module. This will help to ensure that users can use the system effectively.
- **Effective communication plan:** A strong communication plan is in place to keep participating schools informed about the pilot testing program. This will help to ensure that schools are aware of the latest information and can provide feedback.
- **Robust data collection plan:** A robust data collection plan is in place to collect feedback from participating schools. This data will be used to evaluate the PMIS School Level Module's effectiveness and identify improvement areas.
- **Adequate staffing:** There is adequate staffing to support the pilot testing program. This includes staff with project management, information technology, and education expertise.
- **Necessary technology:** The necessary technology is in place to support the pilot testing program.

- **Budget:** There is a sufficient budget to support the pilot testing program. This includes funding for training, travel, data collection, and other relevant expenses.

IX. Communication:

To ensure that the PMIS School-Level Pilot Testing is coordinated smoothly and effectively, it is important to establish clear communication with the participating schools. This will allow us to promptly address any issues that may arise and gather feedback from the schools to continuously improve the system.

To achieve this, it is necessary to develop a comprehensive communication plan during the PMIS Pilot Testing Phase. This plan will ensure that all participating schools are well-informed and engaged and that the program's objectives, goals, and expectations are communicated effectively.

To facilitate seamless communication and coordination with participating schools, the program has identified several communication channels that will be utilized throughout the pilot testing period.

1. The Pilot RO will be sending a memorandum to all schools to provide them with detailed information about the conduct of pilot testing activities.
2. Regular email updates will also be sent to schools, which will contain information about the specific timeline of the program, upcoming training sessions, and resources that schools can use for support.
3. Social media platforms will also be used for sharing information about the program and to engage participating schools.
4. If any school needs additional support, a personalized one-on-one approach will be used to provide support through email, phone, or video conferencing. This approach will ensure that all schools receive the necessary help they need to successfully participate in the pilot testing activities.

X. Responsibilities:

The success of the pilot testing process depends heavily on the planning and implementation teams. It is critical to have a team with diverse areas of expertise to ensure a smooth and efficient testing phase. Below is the recommended composition of the planning and implementation team, along with their expected roles and responsibilities.

Team Composition	Responsibilities	Recommended Members
MANDATORY COMPOSITION		
Central Office (CO)	Provide insights, guidance, and technical assistance based on existing policies, ensuring that the pilot-testing and scale-up implementation aligns with overarching Department goals and standards.	Planning Service Finance Service Information and Communications Technology Service Procurement Management Service Administrative Service

Regional Office (RO)	Oversee the overall planning and execution of the pilot testing and scale-up implementation Provide strategic direction, monitor progress, and ensure alignment with PMIS objectives. Coordinate with CO and provide regional insights for effective implementation. Ensure regional policies and practices are considered.	Regional Office: Regional Director, Policy, Planning and Research Division, and relevant functional divisions of the RO (Finance, Quality Assurance, Administrative etc.)
Schools Division Office (SDO)	Facilitate communication between the RO and individual IU schools. Support the identification and selection of participating schools within the division.	Schools Division Superintendent, SGOD Chief, School Division Planning Officer, and other relevant division-level personnel. (Planning, Finance, Procurement)
Schools (IU)	Provide on-the-ground perspectives, contribute to the planning process, and ensure that the pilot aligns with the practical needs of schools.	School Head/Administrators, Non-Teaching Personnel, Support Staff/Group (Designated Planning Team, Finance Team, Monitoring Team)

OPTIONAL COMPOSITION
(maybe assigned to the Planning and Implementation Mandatory Composition)

Information and Communications Technology Team	Handle technical aspects, including system integration, infrastructure readiness, and troubleshooting. Ensure that the technological requirements for the pilot are met.	CO – ICTS (USD and SDD) RO and SDO Information Technology Officers and IT Support Staff (RO, SDO and School)
Communication and Documentation Team	Manage internal and external communication, document the entire pilot testing process, and ensure that lessons learned are captured for future reference.	Designated Communication and Documentation Officer/Specialist and other relevant personnel/members from RO, SDOs and Schools
Monitoring and Evaluation Team	Establish criteria for assessing the pilot's success, monitor its implementation, and conduct evaluations to	Quality Assurance Division (RO), SGOD-SMME (SDO), Designated Monitoring Team (School)

	identify areas for improvement.	
Training and Capacity Building Coordinators	Develop and implement training programs for school-level trainers and ensure that all stakeholders are proficient in using the PMIS School-Level Module.	Designated Training Coordinator/Capacity Building Specialist, National Trainers)

Following **DepEd Order No. 2, s. 2024 titled "Immediate Removal of Administrative Tasks of Public School Teachers,"** it is crucial to ensure that teachers are not burdened with additional administrative tasks. The directive aims to relieve teachers of these responsibilities, allowing them to focus more on their primary role of providing quality education to students. As a result, the management and maintenance of the Program Management Information System (PMIS) should be entrusted to non-teaching personnel who have been trained and equipped to handle such tasks.

X.   Forms and Templates:

Each Regional Office shall accomplish and submit the following documents as agreed during the PMIS NToT. Templates are attached as enclosures in this guideline.

Enclosure No. 1: Activity Implementation Plan
Enclosure No. 2: List of Participating Schools
Enclosure No. 3: Monthly Progress Monitoring Template
Enclosure No. 4: M&E Plan Template
Enclosure No. 5: Communication Plan Template

These may be downloaded and submitted using the link provided below:

Download Link	Upload/Submission Link
https://bit.ly/pmispilotschooltemplates	https://bit.ly/schoolpmispilotsubmission

Please note that all forms and templates, except for Enclosure No. 3, must be submitted by March 30, 2024, for the pilot regions while the remaining regions may submit on or before June 1, 2024. Additionally, it is important to complete the monthly progress monitoring template by the 10th day of the following month.

To ensure that essential requests are handled efficiently and that there is effective coordination between schools, divisions, pilot regions, and the Central Office, personnel from the Planning Service-Planning and Programming Division will be available to address any inquiries or aid that may be needed during the school pilot testing.

Region	Assigned PS-PPD Staff	Email Address
NCR	Mr. Deryll S. Santos	deryll.santos@deped.gov.ph
V	Mr. Kaedean John C. Taton	kaedean.taton@deped.gov.ph
VI	Mr. Ramil D. Chua	ramil.chua@deped.gov.ph
XI	Mr. Piolo Martin M. Moreno	piolo.moreno@deped.gov.ph

Concerns regarding PMIS modules, such as planning, finance, procurement, and ICT-related concerns and supports, can be addressed through the following channels:

Concern	Office	Email address
WFP and other Planning and Progress Monitoring related concerns	PS-PPD	ps.ppd@deped.gov.ph
PPMP and procurement-related matters	ProcMS-PPMD, BACSD, and CMD	procms.ppmd@deped.gov.ph, depedcentral.bacsecretariat@deped.gov.ph procms.cmd@deped.gov.ph
Financial-related matters and budget monitoring concerns	FS-BD	fs.bd@deped.gov.ph
Common-use supplies and Equipment matters	AS-AMD	as.amd@deped.gov.ph
ICT related concerns and support	ICTS-USD (PMIS Support)	support.pmis@deped.gov.ph

Any additional information not covered in this guideline, such as updates or modifications, will be communicated through a separate issuance.

For any questions and clarifications to this memorandum, you may contact **Mr. Deryll S. Santos**, Education Program Specialist II of PS-PPD through email at **ps.ppd@deped.gov.ph** copy furnish **deryll.santos@deped.gov.ph**.

Your feedback is crucial to refining and optimizing the PMIS for broader implementation. Thank you for your continued cooperation and dedication to the PMIS School-Level Pilot Testing and Scale-up Implementation initiative.

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