



Republic of the Philippines  
**Department of Education**  
REGION I  
**SCHOOLS DIVISION OF VIGAN CITY**

**Office of the Schools Division Superintendent**

**DIVISION ORDER**

NO. 1, s. 2025

**SDO VIGAN CITY GUIDELINES IN THE CONDUCT OF COMMUNITY-BASED PROJECTS**

TO: Assistant Schools Division Superintendent  
Chief Education Supervisors (CID and SGOD)  
Section and Unit Heads  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Republic Act 9155, also known as the Basic Education Act of 2001, highlights the importance of community-based projects in driving innovation, addressing local needs, and enhancing education quality. These projects enable teaching and non-teaching personnel to collaborate with communities promoting holistic development for learners and strengthening stakeholder partnerships.
2. In addition, the Civil Service Commission (CSC) requires merit and fitness as the foundation for promotions, as stated in the 1987 Philippine Constitution, Article IX-B Section 3 and the Administrative Code of 1987. Policies like CSC MC No. 3, s. 2001, and the Revised Omnibus Rules on Appointments (ORAOHRA) stress the value of outstanding accomplishments for career advancement in government service.
3. Further, MEC Order No. 10, s. 1979 establishes career progression guidelines for public school teachers, emphasizing professional achievements, community involvement, and innovation in promotions. Additionally, DepEd Orders No. 42, s. 2007, and No. 66, s. 2007 provide updated standards for recognizing achievements of teaching and non-teaching personnel.
4. In view of these policies, this Office issues the attached guidelines to guide the teaching and non-teaching personnel in the conduct of community-based projects within the division.
5. Immediate dissemination of this order is directed.

Encl.: As stated

References: 1987 Constitution

Administrative Code of 1987

Republic Act No. 9155

MEC Order No. 10, s. 1979

DepEd Order No. 42&66, s. 2007

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

Basic Education Policy ORAOHRA

PSD Community-Based Projects Governance

Aff/2024/planning&research



**VILMA D. BDA, CESO V**  
Schools Division Superintendent



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# SDO VIGAN CITY GUIDELINES ON COMMUNITY-BASED PROJECTS

## I. RATIONALE

**Republic Act 9155** or the *Basic Education Act of 2001* recognizes that community-based projects play a pivotal role in fostering innovation, addressing local needs, and improving the quality of education. These initiatives empower teaching and non-teaching personnel to extend their expertise beyond the classroom, creating meaningful partnerships that contribute to the holistic development of learners and their communities.

The **Civil Service Commission (CSC)** mandates merit and fitness as core principles in promotions under the **1987 Philippine Constitution, Article IX-B, Section 3**, and the **Administrative Code of 1987 (Executive Order No. 292)**. The **Revised Policies on Merit Promotion Plan (CSC MC No. 3, s. 2001)** and the *Revised Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA)* emphasize the importance of recognizing outstanding accomplishments as a basis for career advancement in government service.

**MEC Order No. 10, s. 1979** or the *Implementing Rules and Regulations for the System of Career Progression for Public School Teachers*, establishes the system of career progression for public school teachers, underscoring the significance of professional accomplishments, including community engagement and innovative practices, in merit-based promotions. Furthermore, the **DepEd Order No. 42, s. 2007** or the *Revised Guidelines on the Selection, Promotion, and Designation of School Heads* and **DepEd Order No. 66, s. 2007** or the *Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching, and Non-Teaching Personnel* provide updated standards for recognizing personnel achievements.

This policy aligns with these legal bases by providing a framework to recognize community-based projects as a legitimate and impactful criterion for merit and promotion in the Schools Division Office, thereby motivating personnel to innovate and lead initiatives that address pressing community and school needs.

## II. SCOPE OF THE POLICY

This policy applies to all permanent teaching and non-teaching personnel under the Schools Division Office of Vigan City who conceptualize, lead, or actively participate in community-based projects. Eligible projects must demonstrate measurable outcomes, address specific community needs, and align with DepEd's strategic priorities, including but not limited to:

1. Literacy and numeracy improvement.
2. Promotion of learner well-being.
3. Gender and development initiatives.
4. Environmental sustainability.
5. Community resilience and disaster preparedness.

### III. DEFINITION OF TERMS

1. **Community-Based Projects (CBP):** Programs or initiatives implemented by DepEd personnel, targeting community or school-based challenges, and yielding benefits that address educational, social, or developmental needs.
2. **Community-Based Project Review and Evaluation Committee (CBP-REC):** The designated body within the Schools Division Office responsible for reviewing, evaluating, and endorsing community-based projects proposed and implemented by teaching and non-teaching personnel.
3. **Outstanding Accomplishments:** Achievements recognized for significantly contributing to the enhancement of organizational goals, learner outcomes, or community welfare.
4. **Accomplishment Report:** A comprehensive document detailing the objectives, implementation, outputs, and outcomes of a project.
5. **Merit and Promotion:** The recognition and upward movement of personnel based on performance, qualifications, and contributions, in adherence to CSC and DepEd guidelines.

### IV. POLICY STATEMENT

The Schools Division Office shall recognize the implementation of impactful and innovative community-based projects as a valid basis for merit and promotion. Such recognition ensures that personnel efforts to address community needs and enhance educational outcomes are duly rewarded, fostering a culture of excellence and service.

### V. SPECIFIC GUIDELINES

#### 1. Eligibility Criteria

- a. Open to permanent teaching and non-teaching personnel. Maximum of three proponents are allowed for one community-based project.
- b. Projects must be conducted within two (2) years prior to the application for recognition and/or promotion.
- c. Initiatives must address specific and verified community needs and align with DepEd's mission and vision.

#### 2. Types of Eligible Projects

- a. **Literacy and Numeracy Improvement**
  - Organizing reading and math clinics for struggling learners.
  - Developing community learning hubs equipped with literacy materials and interactive tools.
  - Conducting parent education programs to support children's academic performance at home.
- b. **Promotion of Learner Well-Being**
  - Implementing school feeding programs in partnership with local organizations.
  - Organizing mental health awareness campaigns and counseling sessions for learners and their families.

- Establishing recreational spaces and extracurricular activities to enhance physical and social development.
- c. **Gender and Development Initiatives**
  - Conducting seminars on gender sensitivity and anti-bullying in schools and communities.
  - Establishing safe spaces and support groups for marginalized learners, such as LGBTQ+ students.
  - Promoting women empowerment through livelihood training for mothers of students.
- d. **Environmental Sustainability**
  - Leading tree-planting and urban gardening projects in schools and communities.
  - Establishing waste segregation and recycling systems in collaboration with barangay officials.
  - Conducting workshops on climate change awareness and eco-friendly practices for learners and families.
- e. **Community Resilience and Disaster Preparedness**
  - Organizing first aid and disaster response training for students and barangay residents.
  - Establishing a community-based emergency response team in collaboration with local agencies.
  - Developing and disseminating educational materials on disaster preparedness and risk reduction.

### 3. Documentation Requirements

The following documents must be submitted for evaluation:

- a. **Project Proposal:** Signed by the Proponent and concerned Barangay Official and approved for recommendation by the proponent's immediate supervisor. Certification of Coordinatorship of the proponent on the said CBP shall be attached to the project proposal .
- b. **Accomplishment Report:** Includes goals, timelines, methods, results, and beneficiaries' feedback.
- c. **Evidences of Implementation:** Approval Sheets, MPhotographs, videos, financial reports, and testimonials.
- d. **Impact Assessment:** Quantitative and qualitative evidence of project outcomes.

## VI. COMPOSITION OF DIVISION COMMUNITY-BASED PROJECT REVIEW COMMITTEE (CBP-REC) AND THEIR ROLES AND RESPONSIBILITIES

### A. Composition of Community-Based Project Review Committee (CBP-REC)

Republic Act No. 9155 (Governance of Basic Education Act of 2001) supports the creation of committees to enhance governance and improve educational quality, including innovation projects. MEC Order No. 10, s. 1979 emphasizes the importance of systems recognizing professional accomplishments. In line with these mandates, the Schools Division Office (SDO) of Vigan City establishes the Community-Based Project Review and Evaluation Committee (CBP-REC) to oversee and guide community-based projects. The CBP-REC is composed of the following:

## 1. At the Division Level

<b>Chairperson</b>	Assistant Schools Division Superintendent
<b>Members</b>	Representative from the SGOD Representative from the CID Representative from the PRAISE Committee Division M&E Division Legal Designate Division Accountant Division Planning Officer Division HRMO

### ***By Invitation:***

Division HNU Representative  
Division GAD Coordinator  
Division DRRR Coordinator

<b>Secretariat</b>	Representative from the SGOD Representative from the CID Representative from the OSDS
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## 2. At the school level

The school head, as the CBP Focal Person at the school level, shall be responsible for the initial screening of Community-Based Project (CBP) proposals in their respective schools. He/She shall evaluate the proposals using a pre-evaluation checklist (*Enclosure 5*) to ensure alignment with the guidelines and readiness for endorsement to the Division CBP-REC.

## B. Roles and Responsibilities

1. **Chairperson:** Provides overall leadership and ensures adherence to policies.
2. **Members:** Provide support to the chairperson in the review, monitoring and evaluation of community-based projects. Specific roles and responsibilities of the members are as follows:
  - a. **SGOD Representative**
    - Ensures that submitted community-based projects align with DepEd's governance and operational priorities.
    - Monitors the sustainability and impact of the projects in terms of school operations and community engagement.
  - b. **CID Representative**
    - Evaluates the relevance of projects to curriculum priorities and the development of learners' competencies.
    - Ensures alignment of projects with national educational priorities and DepEd's thrusts.
  - c. **PRAISE Committee Representative**
    - Assesses the projects' eligibility for recognition under the PRAISE framework.
    - Documents exemplary projects for potential nomination to higher-level awards.

**d. Division M&E**

- Ensure compliance of CBP proposals and implementations with division guidelines through data collection, validation, and field visits.
- Evaluate the effectiveness and sustainability of CBPs and provide feedback and reports to the CBP-REC.

**e. Division Legal Designate**

- Ensures that all project proposals and implementations comply with legal requirements, DepEd Orders, and national laws.
- Provides legal advice on issues arising during project evaluation and implementation.

**f. Division Accountant**

- Reviews the financial aspects of submitted projects to ensure proper utilization of resources and adherence to accounting standards.
- Verifies financial reports and supporting documents submitted by proponents.

**g. Division Planning Officer**

- Evaluates the alignment of projects with the Division's strategic and development plans.
- Assesses the projects' contributions to key performance indicators (KPIs) and division-wide goals.
- Ensures that projects demonstrate scalability, replicability, and sustainability.

**h. Human Resource Management Officer (HRMO)**

- Validates the proponents' eligibility for career advancement based on project accomplishments.
- Ensures compliance with CSC and DepEd policies in integrating the projects as a basis for merit and promotion.

**i. Health and Nutrition Unit Representative**

- Evaluates the health and nutrition impact of projects on learners and the community.
- Provides recommendations on health-related components of the projects.
- Ensures alignment of health-related initiatives with DepEd standards.

**j. Division Gender and Development (GAD) Coordinator**

- Ensures that projects incorporate gender sensitivity and inclusivity.
- Assesses how the projects address gender issues and promote equality.
- Provides technical assistance on GAD-related aspects during evaluation and monitoring.

**k. Division Disaster Risk Reduction and Resilience (DRRR) Coordinator**

- Evaluates projects' contributions to disaster preparedness, risk reduction, and resilience-building in schools and communities.
- Provides recommendations on integrating disaster management principles into project implementation.
- Ensures that projects align with DepEd's DRRR priorities.

**3. Secretariat:**

- Manages documentation, communications, and scheduling for the committee.

- Prepares and organizes necessary materials for project evaluations and presentations.
- Maintains an archive of submitted proposals, reports, and evaluation results.

## VII. PROCESS FLOW

A. Flowchart on the Submission, Evaluation, Implementation, Completion, Certification and Recordskeeping of Community-Based Projects Reports.

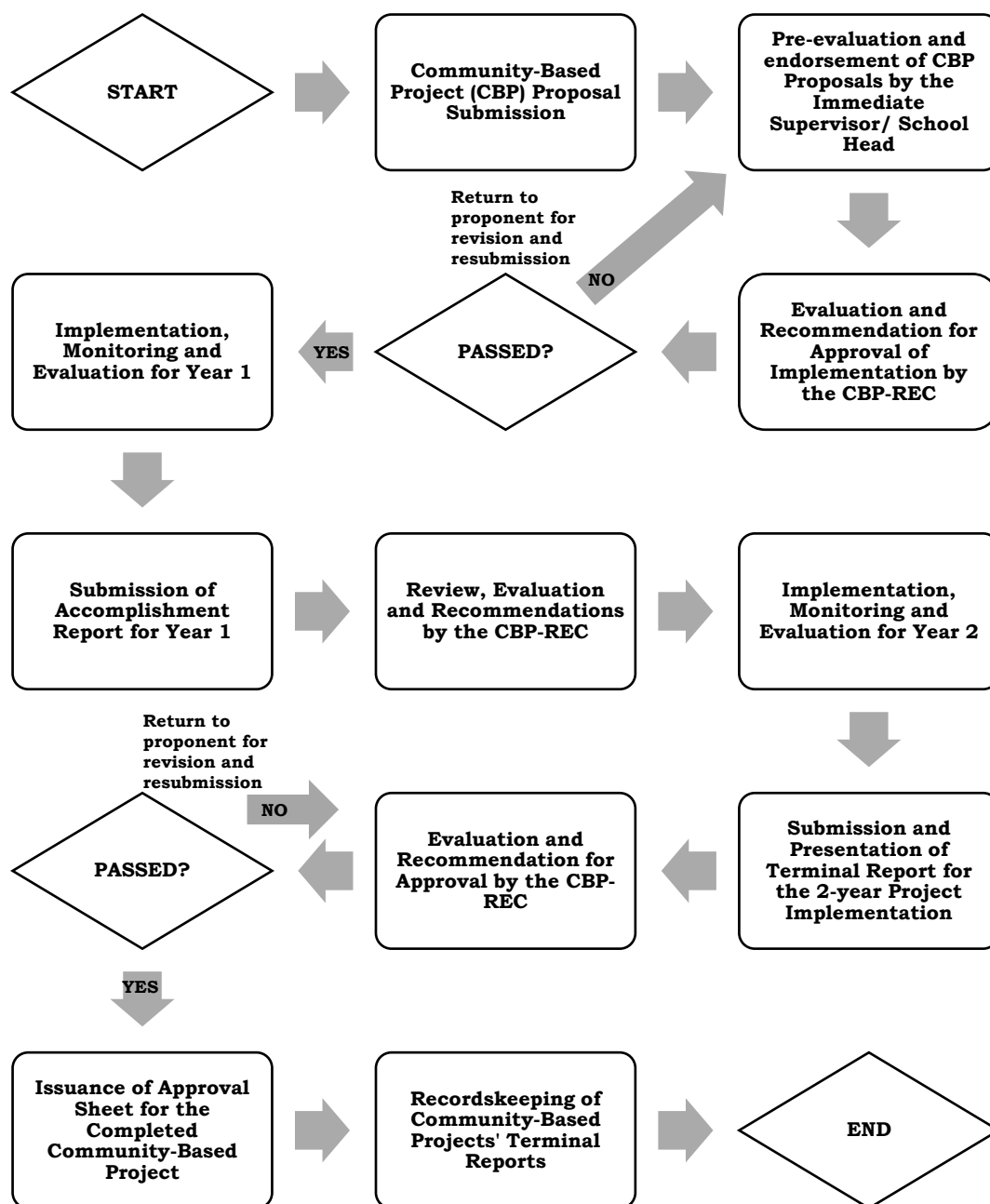


Figure 1: Community-Based Project Process Flowchart

## B. Procedures and Timeline

Activity/ Steps	Person/s Involved and Their Roles and Responsibilities	Document/s Needed (if any)	Timeline
<b>Proposal Submission:</b>	<p>Proponent:</p> <ul style="list-style-type: none"> <li>Submit the project proposal addressed to the Schools Head</li> </ul> <p>Immediate Supervisor/ School Head:</p> <ul style="list-style-type: none"> <li>Ensure the completeness and eligibility of the proposal before endorsement to the Division CBP-REC..</li> </ul>	<ol style="list-style-type: none"> <li>Project Proposal signed by the proponent and the barangay captain of the locality where the project is implemented.</li> <li>Certification of Designation as CBP Coordinator of the proponent signed by the Barangay Captain and immediate supervisor.</li> <li>Indorsement Letter by the immediate supervisor.</li> <li>M&amp;E and Implementation Plan (Use BEMEF Template)</li> </ol>	Shall be indorsed by the immediate supervisor to the division two days after receipt from the proponent.
<b>Pre-Evaluation by the CBP-REC</b>	<p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Prepares endorsement on the result of the pre-evaluation of the proposal.</li> </ul> <p>Committee Members:</p> <ul style="list-style-type: none"> <li>Ensure compliance with legal, financial, and operational guidelines.</li> <li>Evaluate and assess specific areas (curriculum relevance, financial viability, etc.).</li> <li>Issue feedback for revision if needed.</li> </ul>	<ol style="list-style-type: none"> <li>CBP Pre-evaluation sheet</li> <li>CBP Evaluation Sheet</li> </ol> <p><i>Note:</i>  <b>If passed,</b> the proposal shall be endorsed to the SDS for approval of implementation.  <b>If not,</b> the proposal shall be returned to the proponent for revision and resubmission</p>	<p>Evaluation and indorsement for implementation within five working days.</p> <p><i>For disapproved proposals:</i>  Proponent shall be given three working days upon receipt to revise and resubmit the proposal for re-evaluation.</p>
<b>Recommendation for Approval of Implementation</b>	<p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Prepare endorsement of the CBP Proposal</li> </ul>	Endorsement for Approval of implementation/	A day after the pre-evaluation phase

	to the to the Schools Division Superintendent (SDS) for approval of implementation	Permit to Conduct CBP	
<b>Implementation, Monitoring and Evaluation for Year 1</b>	<p>Proponent:</p> <ul style="list-style-type: none"> <li>Shall Implement the approved project based on the M&amp;E and implementation plan.</li> </ul> <p>Committee Members:</p> <ul style="list-style-type: none"> <li>Provide guidance and support as needed.</li> <li>Conduct scheduled monitoring visits to evaluate progress.</li> </ul> <p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Keep records of monitoring activities.</li> </ul>	<ol style="list-style-type: none"> <li>M&amp;E and Implementation Plan (BEMEF)</li> <li>Monitoring Tool</li> </ol>	Within the first year with semi-annual monitoring.
<b>Submission of Accomplishment Report for Year 1</b>	<p>Proponent:</p> <ul style="list-style-type: none"> <li>Submit a detailed accomplishment report outlining activities, outputs, and financial reports.</li> </ul> <p>Committee Members:</p> <ul style="list-style-type: none"> <li>Evaluate the report based on objectives, KPIs, and project documentation.</li> <li>Provide recommendations for Year 2 continuation or improvements.</li> </ul> <p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Keep records of accomplishment reports.</li> <li>Prepare endorsement based on the results of Year 1 evaluation</li> </ul>	CBP Accomplishment Report for Year 1	<p>Accomplishment report submitted by the proponent a week after the last day of the implementation year.</p> <p>Evaluation results shall be made within by within 5 working days after submission.</p>
<b>Implementation, Monitoring and</b>	<p>Proponent:</p> <ul style="list-style-type: none"> <li>Implement improvements</li> </ul>	<ol style="list-style-type: none"> <li>M&amp;E and Implementation Plan (BEMEF)</li> </ol>	Within the second year with semi-

<b>Evaluation for Year 2</b>	<p>and continue Year 2 of the project.</p> <p>Committee Members:</p> <ul style="list-style-type: none"> <li>Conduct follow-up monitoring and provide guidance if necessary.</li> </ul> <p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Keep records of monitoring activities.</li> </ul>	2. Monitoring Tool	annual monitoring.
<b>Submission and Presentation of Terminal Report</b>	<p>Proponent:</p> <ul style="list-style-type: none"> <li>En banc presentation of the terminal report detailing the project's overall impact, sustainability, and outcomes.</li> </ul> <p>Committee Members:</p> <ul style="list-style-type: none"> <li>Review the terminal report and provide final recommendations based on the project's achievements.</li> </ul> <p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Prepare the minutes, endorsement and keep records of CBP terminal report.</li> </ul>	<p>1. CBP Terminal Report</p> <p>2. CBP Final Evaluation Sheet</p>	<p>Terminal Report shall be submitted by the proponent a week after the last day of the second year of implementation</p> <p>En banc shall be conducted within three working days after receipt of the CBP terminal report.</p> <p>For the final recommendations, proponent shall be given three working days to revise and resubmit the CBP terminal report.</p>
<b>Recommendation for Approval by the CBP-REC</b>	<p>Committee Members:</p> <ul style="list-style-type: none"> <li>Conduct a comprehensive review of all reports and accomplishments.</li> <li>Recommend the approval of the CBP Terminal Report</li> </ul> <p>Committee Secretariat:</p> <ul style="list-style-type: none"> <li>Prepare endorsement for the recommending approval of the CBP Terminal Report</li> </ul>	Approval Sheet	Within 5 working days after the terminal report presentation.

## VIII. MONITORING AND EVALUATION

The Division CBP-REC, school heads and immediate supervisors of CBP proponents shall conduct regular monitoring to ensure that community-based projects are implemented as planned. shall ensure that An annual evaluation of this policy's effectiveness will be conducted, and necessary adjustments will be made based on feedback and observations.

## IX. CREDITING OF COMMUNITY-BASED PROJECTS FOR MERIT AND PROMOTION

1. The Personnel Selection Board (PSB) and PRAISE Committee shall recognize community-based projects as an outstanding accomplishment for merit and promotion purposes. The CBP coordinatorship must be directly related to the applicant's Key Result Areas (KRA) in their current or previous position.
2. The PSB will review documentations and Means of Verification (MOVs) based on the hiring guidelines (DepEd Order No. 007, s. 2023 and MEC Order No. 10, s. 1979) to confirm that the CBP Project provided positive impact to the division and/or the community. Required documents include:
  - a. CBP project proposal duly approved by the Schools Division Superintendent.
  - b. Certification of CBP Coordinatorship signed by the Barangay Captain and immediate supervisor.
  - c. Permit to Conduct CBP signed by the Schools Division Superintendent.
  - d. 2-Year Accomplishment/Terminal Reports approved by the Schools Division Superintendent.
  - e. Approval Sheet signed by the Schools Division Superintendent for the two-year completion of the community-based project. CBPs implemented for less than two years shall **NOT** be credited for merit and promotion.
  - f. Other MOVs like pictorials, financial reports, program of activities and other relevant documents.
3. For promotion purposes, only completed CBPs since the applicant's last promotion shall be considered for crediting of points.
4. In the case of collaborative community-based project, points will be divided among the proponents.

## X. REFERENCES

1. 1987 Philippine Constitution, Article IX-B, Section 3
2. RA 9155 (Basic Education Act of 2001)
3. Administrative Code of 1987 (Executive Order No. 292)
4. Civil Service Commission MC No. 3, s. 2001
5. DepEd Order No. 42, s. 2007
6. DepEd Order No. 66, s. 2007
7. MEC Order No. 10, s. 1979



Republic of the Philippines  
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REGION I  
SCHOOLS DIVISION OF VIGAN CITY

Enclosure 1 to Division Order No. \_\_\_\_s. 2024

**COMMUNITY-BASED PROJECT (CBP) PROPOSAL APPLICATION FORM**

**A. CBP Project Information**

Project Title:
Project Location:
Project Beneficiaries:
Short Description of the CBP Project:
Funding (if any): Source: _____ Total Amount: _____

**B. Proponent Information**

**Lead Proponent/ Individual Proponent**

Last Name:	First Name:	Middle Name:
Birthdate: (mm/dd/yyyy)	Sex:	Position/Designation:
Highest Educational Attainment:		
School/Office:		
Cellphone Number:	Landline:	Email Address:
Signature of Proponent:		

**Proponent 2**

Last Name:	First Name:	Middle Name:
Birthdate: (mm/dd/yyyy)	Sex:	Position/Designation:
Highest Educational Attainment:		
School/Office:		
Cellphone Number:	Landline:	Email Address:
Signature of Proponent:		

**Proponent 3**

Last Name:	First Name:	Middle Name:
Birthdate: (mm/dd/yyyy)	Sex:	Position/Designation:
Highest Educational Attainment:		
School/Office:		
Cellphone Number:	Landline:	Email Address:
Signature of Proponent:		



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Enclosure 2 to Division Order No. \_\_\_\_s. 2024

**IMMEDIATE SUPERVISOR'S/SCHOOL HEAD CONFORME**

I hereby endorse the attached community-based project proposal. I certify that the proponent/s has/have the capacity to implement a CBP Project without compromising his/her office functions.

*For the lead proponent:*

\_\_\_\_\_  
Name and Signature of Immediate Supervisor  
Position/Designation: \_\_\_\_\_  
Date: \_\_\_\_\_

*For proponent 2:*

\_\_\_\_\_  
Name and Signature of Immediate Supervisor  
Position/Designation: \_\_\_\_\_  
Date: \_\_\_\_\_

*For proponent 3:*

\_\_\_\_\_  
Name and Signature of Immediate Supervisor  
Position/Designation: \_\_\_\_\_  
Date: \_\_\_\_\_



Republic of the Philippines  
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Enclosure 3 to Division Order No. \_\_\_\_s. 2024

**PARTS OF A COMMUNITY-BASED PROJECT PROPOSAL**

1. Letter of Intent, addressed to the Schools Division Superintendent
2. Application Form of Proponent/s
3. Indorsement Letter of Immediate Supervisor/School Head
4. Certification of CBP Coordinatorship signed by the Barangay Captain and Immediate Supervisor/School Head
5. Title Page
6. Table of Contents (Provide tabbing/ear tag for each section)
7. Community-Based Project Proposal

- |            |  |
|------------|--|
| Part I.    | Community-Based Project Title  |
| Part II.   | Proponent/s  |
| Part III.  | Project Location (Provide photos of the location before the implementation of the CBP)   |
| Part IV.   | Project Duration (At least 2 years)-include target date of implementation and completion   |
| Part V.    | Project Beneficiaries  |
| Part VI.   | Rationale  |
| Part VII.  | Objectives   |
| Part VIII. | Project Description  |
| Part IX.   | Budgetary Requirements and Source/s of Fund  |
| Part X.    | Monitoring and Evaluation and Implementation Plan (Use BEMEF Template per DepEd Order 29, s. 2022) with GANTT Chart and Schedule of Activities |
| Part XI.   | Risk Management  |
| Part XII.  | Sustainability Plan  |

**Note: Below are the technical requirements for all CBP documents and reports**

Bondpaper Size	A4
Font Style	Bookman Old Style
Font Size	11
Folder Color	Blue



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Enclosure 4 to Division Order No. \_\_\_\_s. 2024

**TITLE PAGE**



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SCHOOLS DIVISION OF VIGAN CITY

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**COMMUNITY-BASED PROJECT PROPOSAL**

(Project Title)

A Community-Based Project Proposal  
Presented to the Division Community-Based Project  
Review and Evaluation Committee  
Schools Division of Vigan City

**Name of Proponent/s**

Position/Designation  
School

\_\_\_\_\_  
Date of Submission



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Republic of the Philippines  
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REGION I  
SCHOOLS DIVISION OF VIGAN CITY

Enclosure 5 to Division Order No. \_\_\_\_s. 2024

**COMMUNITY-BASED PROJECT PROPOSAL  
PRE-EVALUATION SHEET**

Project Title : \_\_\_\_\_  
Name of Proponent : \_\_\_\_\_  
Position : \_\_\_\_\_  
School : \_\_\_\_\_  
Proposed Date of Implementation : \_\_\_\_\_  
Proposed Date of Completion : \_\_\_\_\_

CBP Proposal Parts/Requirements	Present?		Findings, Comments and Recommendations
	Yes	No	
1. Letter of Intent			
2. Application Form			
3. Indorsement Letter			
4. Certification as CBP Coordinator			
5. Cover Page			
6. Table of Contents and Tabbing			
7. Project Location			
8. Project Duration			
9. Project Beneficiaries			
10. Rationale			
11. Objectives			
12. Project Description			
13. Budgetary Requirements and Source/s of Fund			
14. Implementation Plan and Monitoring and Evaluation			
15. Risk Management			
16. Sustainability Plan			

**Other comments and suggestions:** \_\_\_\_\_

**Recommendation:**

- \_\_\_ CBP Proposal is recommended for approval of implementation  
\_\_\_ Revise/Reconstruct the CBP Proposal. Incorporate the findings and recommendations.

Pre-evaluated by:

Checked by:

\_\_\_\_\_  
**Immediate Supervisor/ School Head**

\_\_\_\_\_  
**CBP-REC Members**

Recommending Approval:

\_\_\_\_\_  
**CBP-REC Chairperson**

Noted/Approved:

\_\_\_\_\_  
**Schools Division Superintendent**



Republic of the Philippines  
**Department of Education**  
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Enclosure 6-page1 to Division Order No. \_\_\_\_ s. 2024

**COMMUNITY-BASED PROJECT PROPOSAL  
EVALUATION SHEET**

Project Title : \_\_\_\_\_  
Name of Proponent/s : \_\_\_\_\_  
Position : \_\_\_\_\_  
School : \_\_\_\_\_  
Proposed Date of Implementation : \_\_\_\_\_  
Proposed Date of Completion : \_\_\_\_\_

CBP Proposal Parts/Requirements	Present?		Findings, Comments and Recommendations	Actions Taken by the Proponent
	Yes	No		
1. Letter of Intent				
2. Application Form				
3. Indorsement Letter				
4. Certification as CBP Coordinator				
5. Title Page				
6. Table of Contents and Tabbing				
7. Project Location				
8. Project Duration				
9. Project Beneficiaries				
10. Rationale			<ul style="list-style-type: none"><li>• Provide a brief overview of the situation or problem that the project seeks to address, including relevant data, observations, or findings from community needs assessments.</li><li>• Explain why the project is necessary and how it aligns with the priorities of the Schools Division Office (SDO), DepEd, and national policies. Highlight the expected benefits to the school and community.</li><li>• State the connection between the project and broader goals, such as DepEd's thrusts on education quality, community engagement, and organizational performance.</li></ul>	
11. Objectives			<ul style="list-style-type: none"><li>• State the overall aim of the project in a clear and concise manner.</li></ul>	

			<ul style="list-style-type: none"> <li>List measurable and time-bound goals that the project intends to achieve, such as improving literacy, increasing community participation, or enhancing disaster preparedness.</li> </ul>	
12. Project Description			<ul style="list-style-type: none"> <li>Provide a descriptive and meaningful title for the project.</li> <li>Describe the main activities and outputs of the project. Include a detailed explanation of how these components address the identified needs.</li> <li>Identify the primary beneficiaries (e.g., students, teachers, parents, or community members).</li> <li>Specify the geographical area or schools involved, including the number of beneficiaries.</li> </ul>	
13. Budgetary Requirements and Source/s of Fund			<ul style="list-style-type: none"> <li>Provide a breakdown of the expenses required to implement the project. This should include costs for materials, labor, transportation, training, and other relevant items.</li> <li>Identify the sources of funding for the project, such as local government units (LGUs), DepEd Maintenance and Other Operating Expenses (MOOE), donations, or grants.</li> </ul>	
14. Implementation Plan, Monitoring and Evaluation			<ul style="list-style-type: none"> <li>Present a clear timeline of activities using a Gantt chart, covering preparation, implementation, and post-implementation phases.</li> <li>Specify the roles of project stakeholders (e.g., school heads, community members, SDO personnel).</li> <li>Outline the process for assessing progress, measuring outcomes, and ensuring accountability. Include indicators and tools to evaluate the project's success (e.g., surveys, focus groups, or performance metrics).</li> <li>Use BEMEF Templates per DepEd Order 29, s. 2022</li> </ul>	
15. Risk Management			<ul style="list-style-type: none"> <li>Identify possible risks or challenges that might hinder the success of the project (e.g., lack of resources, stakeholder resistance, or natural disasters).</li> <li>Provide solutions or contingency plans to address each identified risk.</li> </ul>	

16. Sustainability Plan			<ul style="list-style-type: none"><li>• Describe how the project's outcomes will be maintained or expanded after the initial implementation phase.</li><li>• Explain how the community will be engaged and empowered to sustain the project.</li><li>• Highlight how the project can be institutionalized or incorporated into ongoing school or division initiatives.</li></ul>	
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**Other comments and suggestions:**

**Recommendation:**

\_\_\_ CBP Proposal is recommended for approval of implementation

\_\_\_ Revise/Reconstruct the CBP Proposal. Incorporate the findings and recommendations.

Evaluated by:

**CBP-REC Members**

Recommending Approval:

**CBP-REC Chairperson**

Noted/Approved:

**Schools Division Superintendent**



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Enclosure 7 to Division Order No. \_\_\_\_s. 2024

**APPROVAL SHEET**  
**IMPLEMENTATION OF COMMUNITY-BASED PROJECT**

The community-based project titled \_\_\_\_\_, developed and proposed by \_\_\_\_\_ (Name of proponent/s, Position, School/Office) has been reviewed, evaluated, and recommended for implementation by the Community-Based Project Review and Evaluation Committee (CBP-REC).

In view of the endorsement provided by the Community-Based Project Review and Evaluation Committee (CBP-REC) and compliance with all requirements, this Community-Based Project is hereby **APPROVED for implementation.**

\_\_\_\_\_  
Schools Division Superintendent



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Enclosure 8 to Division Order No. \_\_\_\_s. 2024

**MONITORING AND EVALUATION TOOL FOR  
COMMUNITY-BASED PROJECT**

Key Areas	Performance Indicators	Means of Verification (MOV)	Met?			Remarks
			Yes	No	N/A	
Project Implementation	Activities completed on schedule	Activity reports				
		Attendance sheets				
		Photos of activities				
	Quality of implemented activities	Stakeholder feedback				
		Survey results				
Target Beneficiaries	Number of beneficiaries reached	Beneficiary list				
Outputs and Deliverables	Completion of planned outputs	Progress reports				
		Project documentation				
	Quality of outputs produced	Validation reports				
		Site visit observations				
Financial Management	Budget utilization aligned with the approved plan	Financial reports				
		Receipts and disbursement logs				
	Accuracy of financial documentation	Financial audit results				
Risk Management	Risks identified and mitigated	Incident reports				
		Monitoring reports				
	Responsiveness to emerging risks	Meeting minutes				
		Stakeholder feedback				
Sustainability	Evidence of sustained outcomes post-implementation	Follow-up reports				
		Beneficiary testimonials				
	Integration into regular school/community programs	Integration plan				
		Updated school/community activity reports				
Monitoring Process	Monitoring visits conducted	Monitoring reports				
	Timeliness of submission of monitoring and evaluation	Submission logs				

Monitored by:

Date of Monitoring:

**CBP-REC Members**

Conforme:

**Proponent/s**

Noted:

**CBP-REC Chairperson**



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Enclosure 9 to Division Order No. \_\_\_\_s. 2024

**PARTS OF COMMUNITY-BASED PROJECT  
ACCOMPLISHMENT REPORT FOR YEAR 1**

**I. TITLE PAGE**  
**II. TABLE OF CONTENTS**  
**III. CONTENT**

**A. Executive Summary**

- Brief overview of the project objectives, key activities completed, and major accomplishments for the first year.

**B. Introduction**

- Restate the project rationale, objectives, and target beneficiaries.
- Outline the coverage of Year 1 activities and their alignment with the approved implementation plan.

**C. Accomplishments by Project Component**

- Present the achievements for each major project component. Include the following:
  1. **Planned vs. Actual Activities:** Compare activities scheduled for Year 1 with those completed.
  2. **Outputs Delivered:** Detail key outputs (e.g., number of beneficiaries trained, programs implemented).
  3. **Data/Statistics:** Include relevant data such as attendance figures, literacy/numeracy improvement rates, or other measurable indicators.

**D. Financial Report**

- Summarize the budget allocation for Year 1 and the corresponding expenditures.
- Include a breakdown of major expenses and attach supporting documents (e.g., financial reports, receipts).

**E. Challenges and Solutions**

- Identify issues encountered during the first year (e.g., delays, lack of resources, resistance from stakeholders).
- Explain the strategies or adjustments made to address these challenges.

**F. Monitoring and Evaluation Summary**

- Summarize findings from monitoring activities conducted in Year 1.
- Highlight lessons learned and their implications for Year 2 implementation.

**G. Plans for Year 2**

- Outline proposed activities, timeline, and adjustments based on Year 1 results.

**H. Annexes**

- Include photos, attendance sheets, progress reports, financial documents, and other supporting materials.

**NOTE: The Year 1 Accomplishment Report serves as a progress report and foundation for planning Year 2.**



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Enclosure 10 to Division Order No. \_\_\_\_s. 2024

**PARTS OF COMMUNITY-BASED PROJECT  
TERMINAL REPORT**

**I. TITLE PAGE**

**II. TABLE OF CONTENTS**

**III. CONTENT**

**A. Executive Summary**

- Summarize the entire project, including objectives, key activities, significant accomplishments, and overall impact.

**B. Introduction**

- Provide a recap of the project rationale, objectives, and target beneficiaries.
- Include a timeline of the two-year project implementation.

**C. Comprehensive Accomplishments**

- Overall Accomplishments:** Highlight the achievements across the two years, focusing on key outputs and outcomes.
- Planned vs. Achieved Objectives:** Analyze whether the project objectives were fully met, partially met, or unmet, with explanations for each.
- Impact Assessment:** Present data showing the positive effects on the beneficiaries and community (e.g., improved school performance, increased community participation).

**D. Financial Report**

- Provide a detailed account of the total budget allocation and expenditure for the entire project.
- Highlight any variances in spending and provide explanations.

**E. Challenges, Risks, and Mitigation Strategies**

- Summarize the challenges encountered throughout the project, including risks that emerged.
- Detail the strategies used to address these challenges and their effectiveness.

**F. Monitoring and Evaluation Results**

- Present a summary of monitoring and evaluation activities conducted over the two years.
- Discuss the effectiveness, efficiency, and sustainability of the project.

**G. Sustainability Plan**

- Detail how the outcomes of the project will be sustained beyond its completion.
- Include measures for institutionalization or integration into existing programs.

**H. Recommendations**

- Provide recommendations for scaling up, replicating, or improving future community-based projects.

**I. Conclusion**

- Reflect on the project's overall success, lessons learned, and its contributions to the goals of the Schools Division Office.

**J. Annexes**

Include final photos, terminal progress reports, beneficiary testimonials, surveys, financial documents, attendance sheets, minutes of meetings and other supporting documents/materials.

**NOTE: The Year 2 Terminal Report is a comprehensive and final documentation of the project's achievements and lessons learned.**



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Enclosure 11 to Division Order No. \_\_\_\_s. 2024

**COMMUNITY-BASED PROJECT TERMINAL REPORT  
EVALUATION SHEET**

Criteria	Description	Maximum Points	Score Given	Remarks
1. Relevance and Alignment	Project objectives are aligned with the division's thrusts, community needs, and GAD or DRRR priorities.	20		
2. Accomplishments	Outputs and deliverables met or exceeded expectations (as stated in the approved project proposal).	20		
3. Impact	Positive outcomes and changes observed among beneficiaries or within the community, supported by quantitative and qualitative data.	20		
4. Financial Management	Proper utilization of funds and submission of accurate and complete financial documentation (e.g., receipts, financial reports).	15		
5. Monitoring and Evaluation	Project monitoring and evaluation activities were conducted effectively and findings were applied for continuous improvement.	10		
6. Risk Management	Risks encountered during the project were identified and effectively mitigated or resolved.	5		
7. Sustainability	Evidence that the project outcomes will be sustained or institutionalized beyond the project duration.	10		
<b>Total Score</b>		<b>100</b>		

**Note: Must have at least 90% percentage rating to be approved**

**OVERALL RATING**

Score Range	Rating	Remarks
90-100	Outstanding	Exceeds expectations; highly impactful project.
80-89	Very Satisfactory	Meets most expectations; impactful project.
70-79	Satisfactory	Meets basic expectations; moderate impact.
Below 70	Needs Improvement	Below expectations; limited impact.

**Committee Recommendations:**

- Approval for Completion and/or Recognition as Merit for Promotion:  
☐ Approved  
☐ Disapproved
- Areas for Improvement/Recommendations for Future Projects: \_\_\_\_\_

Evaluated by:  
\_\_\_\_\_  
**CBP-REC**

Recommending Approval:  
\_\_\_\_\_  
**CBP-REC Chairperson**

Noted/Approved:  
\_\_\_\_\_  
**Schools Division Superintendent**



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Enclosure 12 to Division Order No. \_\_\_\_s. 2024

**APPROVAL SHEET**  
**COMPLETED COMMUNITY-BASED PROJECT**

This is to certify that the Community-Based Project titled \_\_\_\_\_,  
of \_\_\_\_\_ (Name of proponent/s, Position, School/Office), has been successfully  
completed in accordance with the approved proposal and guidelines. The Terminal  
Report has been reviewed and evaluated by the Community-Based Project Review  
and Evaluation Committee (CBP-REC) and is hereby endorsed for acceptance.

In view of the endorsement provided by the Community-Based Project Review  
and Evaluation Committee (CBP-REC), I hereby **APPROVE THE COMPLETION** of  
the Community-Based Project and acknowledge its contribution to the goals of the  
Schools Division Office.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 202\_\_

\_\_\_\_\_  
**Schools Division Superintendent**

