



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

October 17, 2025

DIVISION MEMORANDUM

No. 648 s. 2025

**STRENGTHENING PROFESSIONAL GROWTH THROUGH LEARNING AND DEVELOPMENT:
UPDATED GUIDELINES ON APPLICATION PROJECTS, INSET & LAC,
NEAP QUALITY ASSURANCE, AND PRC ACCREDITATION**

To: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Unit Heads of the Functional Divisions
All Others Concerned

1. In line with the Department of Education's (DepEd) commitment to enhancing the professional growth of educators and promoting quality-assured professional development interventions, this Division issues the **Updated Guidelines on the Application Projects for Education and Learning and Development (L&D), In-Service Training (INSET), Learning Action Cell (LAC), NEAP Quality Assurance, and PRC Accreditation.**
2. These guidelines aim to establish a standardized and transparent process that aligns all capacity-building and professional development programs with the standards of the National Educators Academy of the Philippines (NEAP), the Professional Regulation Commission (PRC), and the Division Office's Human Resource Development (HRD) Section.
3. This memorandum shall apply to:
 - a. All public elementary and secondary schools within the Schools Division of Bulacan;
 - b. All school heads, teaching, and non-teaching personnel; and
 - c. All proponents of Learning and Development and Education-related Application Projects.
4. All concerned schools and personnel are expected to comply with these guidelines to ensure that all professional development initiatives are standards-based, outcomes-oriented, and quality-assured in accordance with NEAP and PRC regulations.
5. For further clarification and assistance on PRC accreditation, you may contact Marilene G. Ramos, EdD, CPD Focal Person, at marilene.ramos@deped.gov.ph, while for inquiries on Application Projects, INSET & LAC, and NEAP Quality Assurance, you may coordinate with Cristian Paul M. De Guzman, MAEd, EPS II – HRD.
6. For updates on HRD initiatives, trainings, learning opportunities, and best practices, everyone is asked to join SDO Bulacan HRD's official Facebook Group, "sHRD BULACAN," through this link: <https://www.facebook.com/share/g/1d95DsBM2Z/>
7. This Memorandum shall take effect immediately upon issuance. All previous inconsistent issuances are deemed superseded.
8. Immediate dissemination of and compliance with this Memorandum is directed.

CECILIA E. VALDERAMA, PhD

Assistant Schools Division Superintendent
Officer-in-Charge

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**GUIDELINES IN CONDUCTING APPLICATION PROJECTS FOR EDUCATION
AND LEARNING & DEVELOPMENT (L&D)**

Application projects are integral components of the Division's continuing professional development framework. They serve as tangible demonstrations of how educators and personnel apply the competencies and knowledge they gained through formal learning engagements or academic advancement. These projects promote advancement, strengthen instructional practices, and contribute to the overall improvement of educational delivery within the Schools Division of Bulacan.

A. Application Project for Learning and Development (L&D)

An Application Project for Learning and Development (L&D) is a project that serves as the direct product of the proponent's learning from a seminar, training, or workshop that he or she attended. It operationalizes the principle that learning must lead to concrete, meaningful outcomes that benefit others within the educational community.

1. Eligibility and Basis of Proposal

- The training, seminar, or workshop that serves as the basis of the project must be district-wide, division-wide, regional, national, or international in scope.
- School-based activities are not eligible as a basis for an Application Project since these are already considered internal initiatives. District-level endorsement or up ensures that the proponent's learning is substantial, validated, and transferable to broader educational contexts.

2. Timeline for Submission

- The proposal must be submitted within three (3) months after the proponent's attendance in the relevant seminar, training, or workshop. This ensures the timely application of newly acquired knowledge and skills while maintaining the relevance and integrity of the learning intervention.

3. Content and Scope of Proposal

- The proposal should clearly show meaningful activities that directly benefit identified target beneficiaries. Activities must be planned and executed by the proponent, not merely coordinated or delegated.
- If the proposed activity is capacity-building in nature, Learning Action Cell (LAC) sessions alone are insufficient. While LACs are valuable for sharing knowledge, they primarily serve as "echo sessions," an Application Project requires an actual "application" wherein beneficiaries themselves engage in activities or produce outputs that demonstrate the practical use of what they learned from the proponent's intervention.
- The project must also be distinct from existing DepEd programs, projects, or institutional policies. Replicating existing activities will not qualify as an application project. The proponent must demonstrate how the project provides a unique, innovative, or context-specific contribution to teaching and learning.

4. Alignment with Career Stages

- Teachers in Career Stages I to II shall propose projects with learners as the direct beneficiaries. This aligns with their primary instructional function and ensures that their professional learning translates to improved student outcomes.

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- Master Teachers, Head Teachers, and School Heads may design projects with teachers or personnel as beneficiaries, as their roles naturally include supervisory, mentoring, and capacity-building functions. Their projects should therefore aim to develop professional competencies, strengthen pedagogy, or enhance school systems that indirectly benefit learners through empowered teachers.

5. Role of the Proponent

- The proponent's role must be clearly defined in the project proposal. The project must highlight the proponent as the primary implementer, showcasing the transfer of learning gained from the attended training.
- If the project involves capacity building, the proponent cannot invite external speakers or facilitators. The purpose of the Application Project is to demonstrate the proponent's ability to translate and cascade his or her learning to others. Having other speakers would undermine the project's intent, as it would shift the focus from the application of the proponent's own learning to that of others.
- While it is recognized that learners may later benefit indirectly, the identified beneficiaries in the proposal must be direct recipients of the proponent's applied learning.

B. Application Project for Education

An Application Project for Education follows the same concept as Learning and Development projects, but is anchored on the proponent's formal academic learning from his or her post-graduate studies. This type of project demonstrates how theoretical and research-based knowledge gained through higher education can be translated into practical initiatives that improve instruction, leadership, or school systems.

1. Eligibility and Basis of Proposal

- The project must be based on any subject or course the proponent has completed, is currently enrolled in, or has been enrolled in within the last two (2) semesters in a recognized post-graduate degree program.
- The proponent must either be:
 - a. A graduate of the post-graduate program;
 - b. Currently enrolled; or
 - c. Previously enrolled within the last two semesters.
- This ensures that the project is grounded in relevant, up-to-date, and authentic academic learning and reflects the proponent's ongoing engagement in professional advancement.

2. Rationale and Professional Significance

- This policy recognizes the importance of aligning higher learning with professional practice. By translating academic concepts, research methodologies, or theoretical frameworks into practical school-based projects, educators demonstrate research utilization, evidence-informed decision-making, and professional growth beyond compliance requirements.
- Moreover, it strengthens the bridge between higher education and field application, ensuring that post-graduate learning contributes meaningfully to the continuous improvement of the education sector.

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General Guidelines

- Both types of Application Projects must be implemented for **at least three (3) months** to ensure adequate time for execution, monitoring, and evaluation.
- Proponents must avoid duplicating existing programs or activities and must clearly articulate the **innovation or added value** their projects bring.
- Proposals must include a **comprehensive action plan**, with activities, timelines, roles, and measurable outcomes.
- Clear documentation of results, including participants' outputs and reflections, must be attached to the **Accomplishment Report** upon completion.
- Proponents should prioritize the following areas, based on the **Learning and Development Needs** identified through assessments and the **Individual Development Plans (IDPs)** of the educators:
 - i. Innovative Teaching Strategies: Proposals for new methodologies, tools, and approaches.
 - ii. Integration of Technology: Projects incorporating digital tools to enhance learning.
 - iii. Inclusive Education: Initiatives supporting diverse learners, including those with special needs.
 - iv. Collaboration and Peer Learning: Encouraging collaboration among teachers through joint projects and peer learning strategies.
 - v. Capacity Building: Projects aimed at enhancing educators' skills to meet current challenges in the education sector.

Submission Process

A. Prepare the Application Project:

- i. For Learning & Development:
 - *Submit the Training Passport*, which includes the *Individual Development Plan (IDP)*,
 - *Certificate of Training Participation* confirming participation in relevant learning and development activities conducted within the last three months
 - *Action Plan* outlining the application and expected outcomes of the intervention.
- ii. For Education:
 - *Submit the Action Plan*, which provides a detailed description of how the L&D intervention will be applied in the workplace
 - *Transcript of Records*. The transcript must be either from a completed course or dated at least one year ago, or from two recent enrollments.

B. Proposal Submission Link:

- i. All Application Project proposals and documents stated in *letter A of the Submission Process* shall be consolidated in one PDF file, and submitted online through the designated platform at <https://forms.office.com/r/Wyj76UAqpP> to ensure the project's start date is properly recorded.

C. Proposal Evaluation:

- i. After submitting online, division validators and/or the secretariat will provide feedback and suggestions via email. Incorporate the recommended refinements to finalize the proposal before implementation.
- ii. Print the email response and forward it, along with the proposal, to your immediate supervisor (School Head or PSDS) for Action Plan / Proposal evaluation using the Action Plan/Proposal Checklist in Enclosure No. 1 or access the templates through this link: <https://tinyurl.com/BulacanApplicationProjects>
- iii. The proponent, aside from receiving an email notice of approval or disapproval, will receive in hard copy an Approval Letter, which will have to be attached later on during the submission of the Accomplishment Report once completed and validated.



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Implementation Process:

- A. Once the proposal is approved, the project implementation will proceed according to the approved timeline.
- B. The project must be implemented within the specified period. The minimum implementation period for the project is *at least three months*. This ensures sufficient time for the activities to be fully executed and for comprehensive evaluation.

Final Evaluation & Validation Process:

- A. After completing the project within the set timeline, the final evaluation will be carried out. The completion of the project will be rated using a *prescribed rubric for completion*, which can be found in Enclosure No. 2, assessing the outcomes and overall effectiveness of the intervention. You may also access the templates through this link: [**https://tinyurl.com/BulacanApplicationProjects**](https://tinyurl.com/BulacanApplicationProjects)

The evaluation process will be as follows:

i. For Application Projects for Learning and Development (L&D):

- *Teachers and Non-Teaching Personnel:* The School Heads will evaluate and sign the rubric for the project.
- *School Heads:* The Public Schools District Supervisor (PSDS) will evaluate and sign the rubric for their application projects.

ii. For Application Projects for Education:

- *Teachers, Non-Teaching Personnel, and School Heads.* The Education Program Supervisor (EPS) in charge of the subject or the PSDS (if the project is administrative or leadership and management-related) will evaluate the proposal and rate the completion using the prescribed rubric.

Final Documents Submission Process:

- A. Once the rubrics are graded and all requirements are completed, submit the final documents in **hard copy** to the HRD Office for issuance of the certificate.
- B. The final submission should include:
 - i. Approval Letter
 - ii. Action Plan or Proposal
 - iii. Certificate of Training Participation
 - iv. Scanned Copy of Training Passport
 - v. Accomplishment Report
 - vi. Accomplishment Report Rubric and Action Plan/Proposal Rubric
 - vii. MOVs/Other Supporting Documents

Action Plan / Proposal Format

- A. For both APs for Learning & Development and Education, the action plan should follow this format:
 - i. **Title:** Provide a concise and descriptive title for the project.
 - ii. **Project Description:** Explain the core concepts or skills learned and how they will be applied in the workplace.
 - iii. **Rationale:** Justify why the learning intervention is important and how it aligns with organizational needs.
 - iv. **Objectives:** List clear, specific, and measurable objectives for the project.
 - v. **Action Plan:** Include the activities, timeline, responsible persons, and expected outcomes.



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- B. Refer to Enclosure No. 3 for the Action Plan/Proposal Template or access the templates through this link: <https://tinyurl.com/BulacanApplicationProjects>

Accomplishment Report Format

- A. Accomplishment Report must include the following:
- Title Page:** Proponent details, school/office name, division/region.
 - Results and Discussion:** A summary of the outcomes achieved, supported by documentation such as attendance sheets, learning materials used, and other evidence of implementation.
 - Recommendations:** Suggestions for improving educational practices or administrative processes.
 - Plan for Dissemination:** An explanation of how the results will be shared with stakeholders.
- iv. Refer to Enclosure 4 for the Template of the Accomplishment Report or access the templates through this link: <https://tinyurl.com/BulacanApplicationProjects>
- B. Once the final documents have been thoroughly evaluated and show no lacking requirements, the **Certificate of Utilization** will be signed and issued by the Schools Division Superintendent (SDS), who will have the final authority. Final validation, as may be deemed necessary, may be conducted by the Assistant Schools Division Superintendents, Education Program Supervisors, and/or Senior Education Program Specialists.

Adoption of Application Project for Learning and Development (L&D)

- A. Only the **Application Project for Learning and Development (L&D)** may be adopted and issued a **Certificate of Adoption**. The proponent shall identify another school that is willing to adopt his or her completed Application Project.
- B. The implementation period of the adopting school shall follow the same timeline used by the proponent during the project's original implementation in his or her own school setting.
- C. Upon completion of the project adoption, the adopting school shall prepare and submit to the proponent the following documents:
- Accomplishment Report**
 - Means of Verification (MOVs)** showing successful adoption or conduct of the project by the adopting school.
- D. Once the proponent has secured the required Accomplishment Report and MOVs from the adopting school, the proponent shall submit the following to the Human Resource Development (HRD) Section for evaluation and issuance of the Certificate of Adoption:
- Communication Letters** between the proponent and the adopting school, duly signed by both school heads;
 - Accomplishment Report with MOVs** by the adopting school showing successful adoption or conduct of the project; and
 - A copy of the **Certificate of Utilization** issued to the proponent upon completion of his or her original Application Project.

Once the documents stated above have been thoroughly evaluated and show no lacking requirements, the **Certificate of Adoption** will be signed and issued by the Schools Division Superintendent (SDS), who will have the final authority.

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**GUIDELINES ON THE PREPARATION AND SUBMISSION OF INSET AND LAC PLANS FOR
DIVISION AND NEAP APPROVAL/QUALITY ASSURANCE, AND PRC ACCREDITATION**

A. For School-Based Professional Development Programs (PDPs)

The In-Service Training (InSeT) and Learning Action Cell (LAC) remain the required, school-based, collaborative professional development strategies for teachers. Schools must:

1. Develop an INSET Plan, a 3-day PD Program Design which may be implemented school-based or district-wide. Also, develop a 5-Month LAC Plan specifying topics, schedules, and objectives;
2. Seek Division Quality Assurance at least two (2) months before implementation;
3. Submit the InSET Plan and LAC Plan, along with the required attachments, through the online form: <https://forms.office.com/r/u3kTXvDWy6>
4. HRD shall evaluate the submission, and if found satisfactory, the office will issue the Division Quality Assurance Certificate.
5. Conduct sessions aligned with the K to 12 curriculum; and
6. Maintain complete documentation, including attendance, photos, and evaluation results. Templates for both INSET and LAC may be accessed through the NEAP RO III link: <https://tinyurl.com/INSETLACTemplates>

B. For Schools Seeking NEAP Approval of their School-Based INSET and LAC Plans

1. Schools that wish to have their In-Service Training (INSET) and Learning Action Cell (LAC) Plans recognized and approved by the National Educators Academy of the Philippines (NEAP) shall prepare the School-Based Professional Development Program (PDP) templates mentioned above. The ones they have already prepared to secure the Division Quality Assurance Certificate will be used for NEAP submission.
2. The school shall save all files, including the issued Division Quality Assurance Certificate, in a single Google Drive folder and submit the folder link to the Human Resource Development (HRD) Section.
3. Upon verification and compliance with requirements, the HRD Section shall endorse the submission to NEAP Regional Office III (RO III) for evaluation.
4. The NEAP RO III will evaluate the submitted INSET or LAC plan. If found complete and satisfactory, they will issue a Certificate of Quality Assurance, indicating that the program is NEAP-approved.

C. For Schools Seeking PRC Accreditation

1. Schools that wish to further elevate the recognition of their NEAP-approved INSET Plans may apply for PRC accreditation so that participants can earn Continuing Professional Development (CPD) points.
2. The school must prepare the PRC templates at least two to three (2-3) months before the target implementation date of the INSET. These templates may be accessed through this link: <https://tinyurl.com/R3CPDTemplates>
3. After preparing the required documents, the school shall consolidate all files into one (1) complete PDF document and submit it to the HRD Section for evaluation. Once validated, the HRD Section shall endorse the documents to the Professional Regulation Commission (PRC) through the Division's CPD Focal Person.
4. PRC will review the submission, and if found sufficient and compliant with all requirements, they will approve the school's CPD accreditation application through the CPD Focal Person, signifying that the program is PRC-accredited with CPD points.



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C. For District- or Division-Initiated PDPs

For District- or Division-initiated Professional Development Programs (PDPs), proponents shall use the templates available through this link: tinyurl.com/DM44Enclosures

1. NEAP Quality Assurance

All professional development programs must conform to the standards set by the National Educators Academy of the Philippines (NEAP). Supervisors and organizers are required to submit their PDPs for NEAP Quality Assurance and recognition at least two (2) months prior to implementation, together with the following documents:

- i. **Program Design** – Detailed outline including content, objectives, and methodologies;
- ii. **Monitoring and Evaluation (M&E) Plan** – Framework to measure program effectiveness;
- iii. **Assessment Tools** – Pre- and post-assessment instruments to gauge learning outcomes;
- iv. **Workplace Application Plan** – Strategy for applying learned concepts in the workplace;
- v. **Budget Matrix** – Detailed financial plan;
- vi. **CVs of Resource Persons** – Including credentials and relevant experience;
- vii. **End-of-Day Evaluation Tools** – For daily participant feedback; and
- viii. **List of Participants** – Names and positions of attendees.

The school shall save all files, including the issued Division Quality Assurance Certificate, in a single Google Drive folder and submit the folder link to the Human Resource Development (HRD) Section.

Upon verification and compliance with requirements, the HRD Section shall endorse the submission to NEAP Regional Office III (RO III) for evaluation.

The NEAP RO III will evaluate the submitted INSET or LAC plan. If found complete and satisfactory, they will issue a Certificate of Quality Assurance, indicating that the program is NEAP-approved.

2. PRC Accreditation

While PRC accreditation for CPD points is optional, it is highly encouraged to ensure compliance with CPD requirements for teacher license renewal. If seeking PRC accreditation, schools must submit the required templates at least two to three (2-3) months before the INSET or PDP implementation. The templates can be accessed through this link: <https://tinyurl.com/R3CPDTemplates>

The Division's CPD Provider shall be responsible for uploading these documents through the PRC online platform.

After preparing the required documents, the school shall consolidate all files into one (1) complete PDF document and submit it to the HRD Section for evaluation. Once validated, the HRD Section shall endorse the documents to the Professional Regulation Commission (PRC) through the Division's CPD Focal Person.

PRC will review the submission, and if found sufficient and compliant with all requirements, they will approve the school's CPD accreditation application through the CPD Focal Person, signifying that the program is PRC-accredited with CPD points.

Once the PRC-accredited training has been implemented, the TWG shall prepare the PRC post-training documents, which can also be accessed in the aforementioned link, and coordinate with the Division's CPD Focal Person for processing of the CPD points.



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Enclosure No. 1 to Division Memorandum No. ____ s. 2025

**APPLICATION PROJECT PROPOSAL
CHECKLIST FOR APPROVAL
(For Education and Learning & Development Proposals)**

PROPONENT: _____
DESIGNATION: _____
SCHOOL: _____
TITLE: _____

Instruction: Check (✓) each item that is satisfactorily met. All items under each criterion must be checked for the proposal to be recommended for approval. If any item is unchecked, the proponent must revisit and revise the corresponding section before resubmission/implementation.

1. TITLE

Checklist Indicators	✓ / X
The title is clear and concise.	
The title accurately describes the nature and focus of the project.	
The title uses appropriate and specific terms (no vague or general phrasing).	
The title reflects the intent and scope of the proposal.	

All boxes checked → TITLE meets the criterion.

2. PROJECT DESCRIPTION

Checklist Indicators	✓ / X
The description provides a thorough explanation of the project's main concepts or focus area.	
There is a clear link between the project and its workplace or school application.	
The project demonstrates relevance to the proponent's professional practice or role.	
The scope, methods, and intended beneficiaries are clearly described.	

All boxes checked → PROJECT DESCRIPTION meets the criterion.

3. RATIONALE

Checklist Indicators	✓ / X
The rationale provides a strong justification for the intervention or activity.	
It clearly identifies the problem, gap, or need being addressed.	
The rationale aligns with organizational or school improvement goals.	
Data or evidence (if applicable) support the need for the proposed project.	

All boxes checked → RATIONALE meets the criterion.



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4. OBJECTIVES

Checklist Indicators	✓ / ✗
Objectives are clear, specific, and measurable (SMART).	
Objectives are aligned with the project's rationale and overall goals.	
Each objective corresponds to an expected outcome or deliverable.	
Objectives promote professional growth and improved teaching-learning outcomes.	

All boxes checked → OBJECTIVES meet the criterion.

5. ACTION PLAN

Checklist Indicators	✓ / ✗
Activities are logically sequenced and clearly described.	
The timeline is realistic and achievable.	
Responsible persons or implementing teams are clearly identified.	
Expected outputs or outcomes are specific and measurable.	
Monitoring and evaluation mechanisms are included or implied.	

All boxes checked → ACTION PLAN meets the criterion.

VALIDATION SUMMARY

Criteria	All Items Checked?	Remarks
Title	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Project Description	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Rationale	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Action Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Final Decision:

- ☐ For Revision — Some checklist items not met.
☐ For Approval — All checklist items satisfactorily met.

Evaluator: _____

Designation: _____

Date: _____



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Enclosure No. 2 to Division Memorandum No. ____ s. 2025

RUBRIC FOR ACCOMPLISHMENT REPORT
Application Project for Education And Learning & Development

Criteria	Excellent (5)	Very Satisfactory (4)	Satisfactory (3)	Poor (1-2)	Score
Title Page	Complete, clear, and accurate proponent details, school/office name, division, and region.	Includes most details, but minor errors or missing information.	Some missing details, lacks clarity or completeness.	Missing or unclear information about the proponent or school details.	
Results and Discussion	Comprehensive summary of outcomes, supported by strong documentation (attendance, learning materials, etc.).	Good summary, some documentation provided, but minor gaps in evidence.	Basic summary with limited or unclear documentation of outcomes.	Incomplete or missing summary of outcomes, or insufficient evidence provided.	
Recommendations	Clear, actionable suggestions that are directly linked to improving practices or processes.	Good recommendations, but may lack full clarity or specificity.	Suggestions provided but not fully actionable or relevant.	Missing, vague, or irrelevant recommendations.	
Plan for Dissemination	Well-detailed plan for how results will be shared with stakeholders, including clear methods and timeline.	Clear plan, but with minor gaps in methods or timeline.	Basic plan, lacking detail on methods or timeline.	Unclear, missing, or incomplete dissemination plan.	

CRITERIA	SCORE	WEIGHT	FINAL WEIGHTED SCORE (SCORE ÷ 5) x WEIGHT
Title Page		10%	
Results and Discussion		35%	
Recommendations		35%	
Plan for Dissemination		20%	
TOTAL	/20	100%	/100

Range	Descriptor	Interpretation
91-100	Outstanding / Highly Evident	The project is exemplary, comprehensive, and demonstrates strong evidence of learning application, impact, and sustainability. Fully ready for Certificate of Completion or Utilization.
76-90	Proficient / Evident	The project meets the expected standards and clearly shows implementation and results. Minor enhancements may be suggested but ready for certification.
61-75	Developing / Partly Evident	The project shows acceptable implementation but with limited documentation or weak evidence of impact. Needs revision or additional MOVs before certification.
0-60	Needs Improvement / Not Evident	The project lacks sufficient evidence of implementation or results. Major revisions required before it can be considered for certification.

EVALUATED/VALIDATED BY: _____ **DATE:** _____



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Enclosure No. 3 to Division Memorandum No. ____ s. 2025

**APPLICATION OF LEARNING AND DEVELOPMENT / EDUCATION
PROJECT PROPOSAL**

TITLE							
RATIONALE / BACKGROUND							
PROJECT DESCRIPTION, METHODS, AND DESIGN							
GOAL/S, OBJECTIVES, AND OUTCOMES							
Goals		Objectives			Outcomes		
TIMELINE OF ACTIVITIES AND MILESTONES							
Activity	Target Date of Implementation		Person / Organization In-Charge		Milestones		
BUDGETARY REQUIREMENTS							
Activity	Transportation	Materials & Supplies	Food	Rentals	Others	Total Cost	Source of Funds
PARTNERSHIPS AND LINKAGES							



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The key partners and their contributions are outlined below:

Organization	Resources	Action

RISKS ASSESSMENT

Below is an assessment of potential risks, divided into internal and external factors:

Main Categories of Risks	Risk Details	Probability of Risks (Likely, Possible, Unlikely)	Severity of Risks (Minor, Moderate, Major)	Control Measures

Prepared by:

PROPONENT

NOTED BY:

SCHOOL HEAD

Checked and Reviewed by:

CRISTIAN PAUL M. DE GUZMAN, MAEd
Education Program Specialist II, HRD

Recommending Approval:

MARIA CELINA L. VEGA, CESO VI
Assistant Schools Division Superintendent

JAIME T. TUGADE, PhD, CESE, RGC
Officer-in-Charge
Office of the Assistant Schools Division Superintendent

APPROVED:

CECILIA E. VALDERAMA, PhD
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



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Enclosure No. 4 to Division Memorandum No. ____ s. 2025

**ACCOMPLISHMENT/COMPLETION REPORT OF THE
APPLICATION OF LEARNING AND DEVELOPMENT PROJECT**

Project Title:
Basis of the Project:
Project Description:
Evidence of Implementation and Transformation
Conclusion / Recommendation / Reflections
Plan For Dissemination
Reference List
Pictures/Tools/Outputs/Certificates

Prepared by:

Recommending Approval:

PROPONENT

MARIA CELINA L. VEGA, CESO VI
Assistant Schools Division Superintendent

NOTED BY:

SCHOOL HEAD

JAIME T. TUGADE, PhD, CESE, RGC
Officer-in-Charge
Office of the Assistant Schools Division
Superintendent

Checked and Reviewed by:

CRISTIAN PAUL M. DE GUZMAN, MAEd
Education Program Specialist II, HRD

APPROVED:

CECILIA E. VALDERAMA, PhD
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division
Superintendent

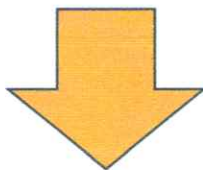


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APPLICATION PROJECTS FOR EDUCATION AND LEARNING AND DEVELOPMENT

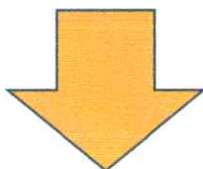
ELIGIBILITY AND CONCEPTUALIZATION

- ☐ The proponent identifies a **seminar, training, or workshop** (district-wide and above in scope) or a **post-graduate course** as the basis of the project.
- ☐ The project must reflect **newly acquired knowledge** and demonstrate **innovative, context-specific applications** that benefit learners or personnel.
- ☐ Determine if the project falls under:
 - **Application Project for L&D** – based on training/seminar/workshop.
 - **Application Project for Education** – based on post-graduate academic learning.



PROPOSAL PREPARATION


- ☐ Prepare a **project proposal or action plan** following the required format (Title, Description, Rationale, Objectives, and Action Plan).
- ☐ Attach required supporting documents:
 - For **L&D Projects**:
 - Training Passport with Individual Development Plan (IDP)
 - Certificate of Training Participation
 - Action Plan
 - For **Education Projects**:
 - Action Plan
 - Transcript of Records (recent or from the last two semesters)
- ☐ Ensure project implementation will run for **at least three (3) months**.

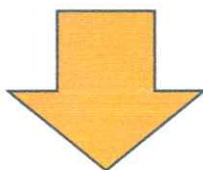




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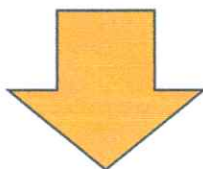
ONLINE PROPOSAL SUBMISSION

- ☐ Consolidate all documents into **one (1) PDF file**.
- ☐ Submit online through the official link:
 <https://forms.office.com/r/Wyj76UAqpP>
- ☐ The online submission ensures that the project's start date is properly recorded.



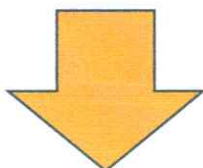
PROPOSAL EVALUATION

- ☐ Division validators or secretariat review the submission and provide **feedback and recommendations** via email.
- ☐ Incorporate suggested revisions and **print the email response**.
- ☐ Submit the **revised proposal and printed email** to your **School Head or PSDS** for evaluation using the **Action Plan/Proposal Rubric (Enclosure No. 1)**.
- ☐ Once approved, the proponent will receive an **Approval Letter** (to be attached later during final submission).



PROJECT IMPLEMENTATION

- ☐ Implement the approved project according to the action plan and timeline.
- ☐ Implementation should last **at least three months** to allow for monitoring, evaluation, and documentation.
- ☐ Ensure **active involvement of the identified beneficiaries** and demonstrate the **application** of learned competencies.

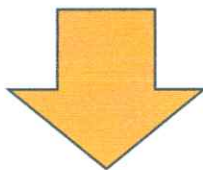




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MONITORING AND EVALUATION

- ☐ Upon completion, evaluate the project using the prescribed **Completion Rubric (Enclosure No. 2)**.
- ☐ Evaluation is conducted by:
 - **For L&D Projects:**
 - Teachers/Non-Teaching Personnel → evaluated by **School Head**
 - School Heads → evaluated by **PSDS**
 - **For Education Projects:**
 - Evaluated by **EPS** (subject-related) or **PSDS** (if leadership/management-related)

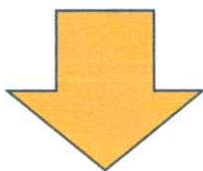


FINAL DOCUMENT SUBMISSION

Submit the complete set of documents in hard copy to the **Human Resource Development (HRD) Office** for validation and certification.

Required documents:

1. Approval Letter
2. Action Plan / Proposal
3. Certificate of Training Participation
4. Scanned Copy of Training Passport
5. Accomplishment Report
6. Action Plan/Proposal Rubric and Accomplishment Report Rubric
7. MOVs / Supporting Documents

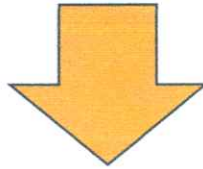


CERTIFICATE ISSUANCE

- ☐ Once documents are verified and validated, the **Schools Division Superintendent (SDS)** signs and issues the **Certificate of Utilization**.
- ☐ Additional validation may be conducted by **ASDS, EPS, or SEPS** as necessary.

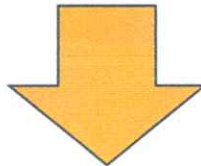


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PROJECT ADOPTION (FOR LEARNING AND DEVELOPMENT ONLY)

- ☐ The proponent may propose the **adoption** of the completed L&D project by another school.
- ☐ The adopting school implements the project using the same timeline.
- ☐ After adoption, the adopting school submits:
 - Accomplishment Report
 - MOVs showing successful conduct of the project
- ☐ The proponent submits to HRD:
 - Communication letters (between both schools)
 - Adopting school's Accomplishment Report and MOVs
 - Copy of the Certificate of Utilization
- ☐ After validation, the **SDS issues the Certificate of Adoption.**



END OF PROCESS

- ☒ Project successfully completed, validated, and adopted (if applicable).
- ☒ Certificate of Utilization and/or Certificate of Adoption issued by the SDS.



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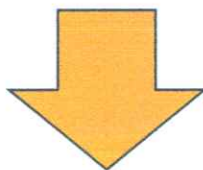
SCHOOL-BASED INSET & LAC PLANS

PLANNING AND DESIGN

- ☐ Schools develop the following:
 - **INSET Plan:** 3-day professional development program design (school- or district-based).
 - **LAC Plan:** 5-month plan specifying topics, schedules, and objectives.
- ☐ Both plans must be aligned with the **K to 12 curriculum** and the school's identified **Learning and Development (L&D) needs**.

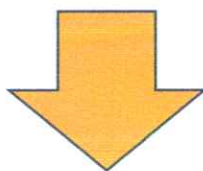
Access to Templates

- INSET and LAC templates are available via NEAP RO III link:
<https://tinyurl.com/INSETLACTemplates>



SUBMISSION FOR DIVISION QUALITY ASSURANCE

- ☐ Schools submit the **INSET and LAC Plans**, with all required attachments, **at least two (2) months before implementation**.
- ☐ Online submission link: <https://forms.office.com/r/u3kTXvDWy6>
- ☐ Required attachments:
 - Program designs
 - Objectives and schedule
 - Resource person details
 - Budget (if applicable)

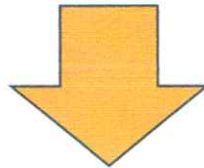




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DIVISION EVALUATION

- ☐ The **HRD Section** reviews and evaluates the submissions for completeness and quality.
- ☐ If found satisfactory, HRD generates and SDS signs and issues a **Division Quality Assurance Certificate**.



IMPLEMENTATION

- ☐ Schools conduct the approved **INSET and LAC sessions** following the submitted schedule.
- ☐ Maintain **complete documentation**:
 - Attendance sheets
 - Photos
 - Daily evaluations and feedback
 - Post-training reports

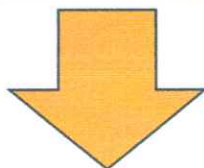


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NEAP APPROVAL/QUALITY ASSURANCE

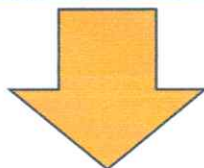
PREPARATION FOR NEAP SUBMISSION

- ☐ Schools that wish to have NEAP-recognized INSET or LAC must use the same PDP templates submitted for Division QA.
- ☐ Save all files (INSET/LAC Plan, attachments, and Division QA Certificate) in a **single Google Drive folder**.



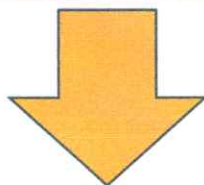
SUBMISSION TO HRD

Submit the **Google Drive folder link** to the **HRD Section** for verification.



DIVISION ENDORSEMENT

HRD reviews and endorses the school's submission to the **NEAP Regional Office III (RO III)** for evaluation.



NEAP EVALUATION AND APPROVAL

- ☐ NEAP RO III evaluates the submission.
- ☐ Once approved, NEAP RO III issues a **Certificate of Quality Assurance**, confirming that the program is **NEAP-approved**.

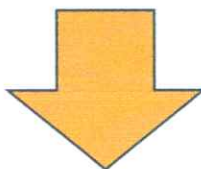


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PRC ACCREDITATION PROCESS

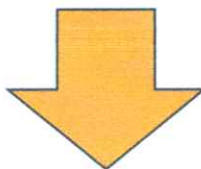
PREPARATION FOR PRC ACCREDITATION

- ☐ Schools with **NEAP-approved INSET Plans** may apply for **PRC accreditation** to grant CPD points to participants.
- ☐ Prepare the **PRC templates** at least **2-3 months before implementation** using this link:
<https://tinyurl.com/R3CPDTemplates>



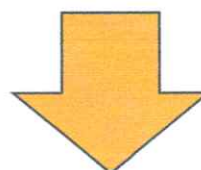
SUBMISSION FOR EVALUATION

- ☐ Consolidate all required files into **one complete PDF document**.
- ☐ Submit to the **HRD Section** for review and validation.



DIVISION ENDORSEMENT

Once validated, HRD endorses the school's PRC application to the **Professional Regulation Commission (PRC)** through the **Division CPD Focal Person**.

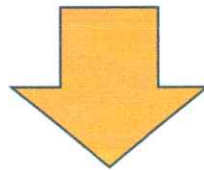




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PRC REVIEW AND ACCREDITATION

- ☐ PRC reviews the documents and, if compliant, issues **PRC accreditation approval** through the CPD Focal Person.
- ☐ The INSET program is now **PRC-accredited** and eligible for **CPD credit units**.



POST-TRAINING REQUIREMENTS

- ☐ After implementing the PRC-accredited INSET, the **Technical Working Group (TWG)** prepares **post-training documents** (available in the same PRC template link).
- ☐ Coordinate with the **Division CPD Focal Person** for the **processing of CPD points**.

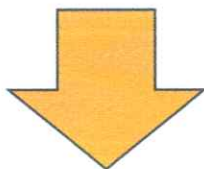


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DISTRICT OR DIVISION-INITIATED PROFESSIONAL DEVELOPMENT PROGRAMS

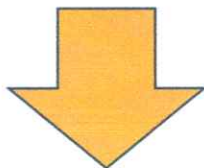
PREPARATION OF REQUIRED DOCUMENTS

- ☐ Use templates via tinyurl.com/DM44Enclosures.
- ☐ Submit for **NEAP Quality Assurance** at least **2 months before implementation** with:
 - Program Design
 - Monitoring and Evaluation (M&E) Plan
 - Assessment Tools (Pre- and Post-tests)
 - Workplace Application Plan
 - Budget Matrix
 - CVs of Resource Persons
 - End-of-Day Evaluation Tools
 - List of Participants



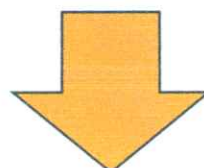
SUBMISSION TO HRD

- ☐ Save all files (including the **Division QA Certificate**) in a single Google Drive folder.
- ☐ Submit the folder link to the **HRD Section** for verification and endorsement to NEAP RO III.



NEAP EVALUATION

- ☐ NEAP RO III evaluates the PDP submission.
- ☐ If satisfactory, a **Certificate of Quality Assurance** is issued confirming **NEAP approval**.

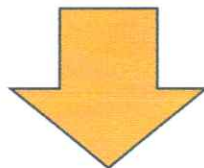




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PRC ACCREDITATION (OPTIONAL)

- ☐ Schools may also seek **PRC accreditation** for CPD points using the same PRC templates.
- ☐ Submit all requirements to HRD at least **2-3 months before the program date** for endorsement to PRC.
- ☐ PRC approves compliant submissions and issues **CPD accreditation**.
- ☐ After training, TWG prepares **post-training PRC documents** and coordinates with the **Division CPD Focal Person** for **CPD point processing**.



END OF PROCESS

- ☐ **Division Quality Assurance Certificate** issued → **NEAP Certificate of Quality Assurance** → (optional) **PRC Accreditation Approval**
- ☐ INSET/LAC programs are officially recognized for implementation, with CPD credits if applicable.