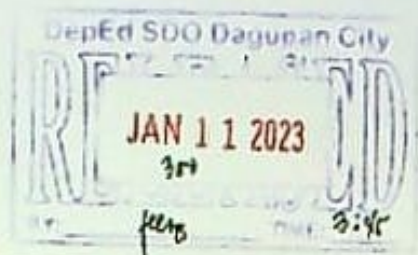




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY



Office of the Schools Division Superintendent

No. 12, s. 2023

To: Asst. Schools Division Superintendent
Chiefs of the SGOD and CID
Education Program Supervisors
Public School District Supervisors
School heads/principals
Unit heads

From: OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

Date: January 11, 2023

Subject: REVISION OF SUBMITTED 2022 OPCR-F TO THE FORMAT REQUIRED
BY THE CSC/REGIONAL OFFICE

1) Upon review of the submitted OPCR-F of the two offices namely CID and SGOD, the undersigned directs the concerned to follow/observe the requirement for the statement of performance Indicators on Quality, Efficiency and Timeliness in each of the KRA of your functions.

The objective/s must guide the PI and the actual results.

2) Refer to the attached as issued by the RO1 for reference of objectives/outputs and intended outcomes.

3) For widest dissemination, guidance and compliance.


AGUEDO C. FERNANDEZ, CESO V
Schools Division Superintendent



Name of Office/ Division: Curriculum Implementation Division
 Strand/Governance level: Schools Division Office

Statement of Purpose

The Curriculum Implementation Division continuously improves the management of curriculum implementation in the schools and learning centers towards the achievement of quality basic education.

Outcomes	Outcomes Indicators
<ul style="list-style-type: none"> Schools and learning centers can implement the curriculum effectively and efficiently 	<ul style="list-style-type: none"> Percentage of schools and learning centers implemented the curriculum effectively and efficiently
<ul style="list-style-type: none"> Schools and Learning Centers can continuously improve management of instruction for the attainment of desired learning outcomes 	<ul style="list-style-type: none"> Percentage of schools & learning centers that have attained the desired learning outcomes

Key Results Areas	Objectives	Outputs	Output Indicators
Instructional Supervision and Management	To ensure the effective and efficient implementation of Basic Education Curriculum, Programs/Projects/Activities (PPAs), and Special Curricular programs (SCPs) through regular instructional supervision and monitoring	<ul style="list-style-type: none"> Instructional Supervisory Plans 	<ul style="list-style-type: none"> Number of implemented approved Instructional Supervisory Plans
		<ul style="list-style-type: none"> Instructional Supervisory Reports 	<ul style="list-style-type: none"> Number of submitted analyzed Instructional Supervisory Reports
		<ul style="list-style-type: none"> M&E Systems and Tools 	<ul style="list-style-type: none"> Number of monitored schools implementing the Basic Education Curriculum, SCPs and learning centers in compliance to standards
		<ul style="list-style-type: none"> Consolidated Results of M&E and Analyses 	<ul style="list-style-type: none"> Number of schools implementing needs based curricular PPAs (Programs,

Key Results Areas	Objectives	Outputs	Output Indicators
			Projects, Activities) compliant to standard
		<ul style="list-style-type: none"> • DMEA Reports 	<ul style="list-style-type: none"> • Number of DMEA Reports
	To capacitate School Heads and teachers in the curriculum implementation of Basic Education and Special Curricular Programs (SCPs) in collaboration with the HRD/SGOD	<ul style="list-style-type: none"> • Training Needs Assessment • Individual Plan for Professional Development (IPPD) • School Plan for Professional Development (SPPD) • Master Plan for Professional Development (MPPD) • Training Proposal, Training Design and Activity Completion Report 	<ul style="list-style-type: none"> • Number of capacitated school heads • Number of conducted trainings
		<ul style="list-style-type: none"> • Job-Embedded Learning (JEL) Contract 	<ul style="list-style-type: none"> • Number of conducted Job-Embedded Learning program
		<ul style="list-style-type: none"> • Report on the submitted Re-entry Action Plan (REAP) 	<ul style="list-style-type: none"> • Number of monitored implemented REAP
		<ul style="list-style-type: none"> • Coaching and Mentoring Plan 	<ul style="list-style-type: none"> • Number of Coaching and Mentoring plan implemented • Number of school heads and teachers under approved Coaching and Mentoring Programs • Number of school heads and teachers coached and mentored

Key Results Areas	Objectives	Outputs	Output Indicators
	To conduct basic and/or action research or innovations on curriculum /instructional management and supervision	<ul style="list-style-type: none"> Basic and/or Action Research and curriculum innovations 	<ul style="list-style-type: none"> Number of approved basic and/or action researches or curriculum innovations implemented in school levels Number of proposed and completed Basic and/or Action Research and curriculum innovations
Assessment of Learning	To ensure effective implementation of the management of learning assessment in schools and learning centers for better learning outcomes	<ul style="list-style-type: none"> FGDs and Needs-Assessment Accomplishment Reports 	<ul style="list-style-type: none"> Number of conducted approved FGDs/ Orientations/ Re-Orientations/Coaching/ Mentoring sessions
		<ul style="list-style-type: none"> Compendium of instructional interventions/ best practices based on analyzed Quarterly Assessment results per learning 	<ul style="list-style-type: none"> Number of Schools and LCs implementing and utilizing the Consolidated Quarterly Assessment Result/Analysis Report per learning area Number of instructional interventions implemented Number of teachers/school heads provided with instructional interventions
	To lead in the development of contextualized assessment tools to diagnose learners and determine their mastery level in the different learning areas	<ul style="list-style-type: none"> Inventory/list of Localized/contextualized assessment tools (diagnostic and summative tests) 	<ul style="list-style-type: none"> Number of developed localized/contextualized assessment tools
		<ul style="list-style-type: none"> Inventory of learning resources needs 	<ul style="list-style-type: none"> Updated inventory of learning resources needs

Key Results Areas	Objectives	Outputs	Output Indicators
Learning Resources Management and Development	To conduct needs assessment on type/kind of learning resources to be developed	<ul style="list-style-type: none"> • Division Learning Resource Technical Assistance Plan 	<ul style="list-style-type: none"> • Approved and implemented DLR TA Plan
	To lead in the development and quality assurance of contextualized learning resources by learning area for schools and learning centers	<ul style="list-style-type: none"> • Developed quality assured and validated contextualized learning resources 	<ul style="list-style-type: none"> • Number of developed quality-assured and validated contextualized learning resources
	To lead in the uploading of the validated and finalized contextualized learning resources in the official LR Portal	<ul style="list-style-type: none"> • Uploaded and published contextualized LRs in the official LR Portal 	<ul style="list-style-type: none"> • Number of uploaded and published contextualized LRs in the LR portal
	To monitor and evaluate the utilization of learning resources based on needs and standards.	<ul style="list-style-type: none"> • M & E Tool in the utilization of contextualized learning resources 	<ul style="list-style-type: none"> • Updated M&E tool
		<ul style="list-style-type: none"> • Consolidated Monitoring and evaluation reports on utilization of LRs 	<ul style="list-style-type: none"> • Number of utilized LRs based on the M&E report
Technical Assistance on Curriculum Implementation	To provide technical assistance to school heads, and instructional managers on curriculum and special curricular programs (SCPs)/programs, projects, activities (PPAs) implementation for the improvement of instructional leadership competence, learning resource management, learning delivery, and assessment of learning	<ul style="list-style-type: none"> • Consolidated TA Needs Assessment Report • Approved TA Plan • TA contract/agreement • TA Accomplishment report 	<ul style="list-style-type: none"> • Number of schools and LCs with TA needs assessment/analysis report • Number of submitted accomplished TA Plans • Number of school heads, teachers, and instructional managers provided with TA along their identified needs • Number of approved TA Plans

Key Results Areas	Objectives	Outputs	Output Indicators
	To provide Technical Assistance (TA) on classroom management to school heads, teachers, and instructional managers, inclusive of the development skills, instructional competence, and action research	<ul style="list-style-type: none"> TA Needs Assessment Report on Classroom Management 	<ul style="list-style-type: none"> Approved TA Plan TA result and analysis TA Accomplishment Report
	To provide technical assistance in the conduct of basic and/or action research on curriculum management and instructional supervision	<ul style="list-style-type: none"> Proposed and Completed Basic and/or Action Research and curriculum innovations 	<ul style="list-style-type: none"> Number of school heads and teachers provided with TA on action research and curriculum innovations across subject areas/grade levels
		<ul style="list-style-type: none"> Identified needs on Curriculum management and Instructional supervision for basic and/or action research 	<ul style="list-style-type: none"> Number of Curriculum management and Instructional supervision need included in basic and/or action research
Performance Management	To conduct periodic monitoring and evaluation of office/staff performance for the provision of relevant learning and development programs	<ul style="list-style-type: none"> IPCRF/OPCRF Accomplishments Capacitated staff Training Completion Reports 	<ul style="list-style-type: none"> Percentage of achievement of IPCRF/OPCRF Number of staff who attended learning and development programs Number of staff provided with professional development program/activity
Office Management	To establish and maintain systems and processes geared towards administrative effectiveness and efficiency	<ul style="list-style-type: none"> Operations Manual 	<ul style="list-style-type: none"> Updated Operations Manual

Key Results Areas	Objectives	Outputs	Output Indicators
	To ensure that administrative, budget, finance, and other relevant Administrative and Financial Reports, processes and requirements are met	<ul style="list-style-type: none"> Administrative and Financial Reports 	<ul style="list-style-type: none"> Number of pertinent forms and documents accomplished and submitted on time (e.g. WFP, PPMP)
	To promote a culture of excellence, innovation, and collaboration	<ul style="list-style-type: none"> List of employees given recognition Citizen/Client Satisfaction Survey (CCSS) Results 	<ul style="list-style-type: none"> Number of recognition initiatives conducted CCSS rating received

Name of Office/ Division: School Governance and Operations Division

Strand/Governance level: Schools Division Office

Statement of Purpose	
The School Governance and Operations Division (SGOD) supports and capacitates schools and Learning Centers in ensuring a safe and conducive learning environment and compliant to policies and quality standards of Governance and Operations.	
Outcomes	Outcome Indicators
<ul style="list-style-type: none"> Schools and Learning Centers (LCs) effectively and efficiently deliver education services 	<ul style="list-style-type: none"> Implementation Rate of the Programs/Projects/Activities reflected in the Division Annual Implementation Plan/PMIS Percentage of disseminated and utilized quality assured basic education research Percentage of schools with improved SBM rating/level of practice Percentage of schools with improved ESIP/AIP level of implementation 100% of Schools and Learning Centers (LCs) are monitored, evaluated and validated in terms of its compliance to quality standards of governance and operations
<ul style="list-style-type: none"> Teaching, teaching-related, and non-teaching personnel at the SDO are competent in performing their respective duties and functions. 	<ul style="list-style-type: none"> Percentage of Teaching, teaching-related, and non-teaching Personnel performing their duties and functions based on competency level with improved performance rating.
<ul style="list-style-type: none"> Schools and Learning Centers maintain a safe and conducive learning environment 	<ul style="list-style-type: none"> Percentage of schools and learning centers evaluated as safe, conducive, and responsive using the standard DepEd tools

Key Result/s Area	Objectives	Outputs	Outputs Indicators
Support for School Management and Operations	To capacitate schools and learning centers in the delivery of basic education program services	<ul style="list-style-type: none"> Approved OPCR, DEDP/SIP/AIP, Training Designs, Project Completion Reports, SBM Report, Learning and Development Plans and Programs 	<ul style="list-style-type: none"> Number of approved and implemented OPCR, DEDP/SIP/AIP, Training Designs, Project Completion Reports, SBM Report, Learning and Development Plans and Programs M&E results of PPAs implemented
		<ul style="list-style-type: none"> Competency Assessment Results 	<ul style="list-style-type: none"> Implementation Rate of approved needs-based capacity-building activities for different job groups Number of competency assessment conducted
		<ul style="list-style-type: none"> Program/Project/ Activity accomplishment reports 	<ul style="list-style-type: none"> Number of schools submitted and validated program/project/activity accomplishment reports
		<ul style="list-style-type: none"> Basic Education advocacy program 	<ul style="list-style-type: none"> Number of schools with available IEC materials and facilities Evaluation Report on Information education advocacy campaigns Number of advocacy materials/ IEC developed and utilized

Key Result/s Area	Objectives	Outputs	Outputs Indicators
	To implement and manage learner support services such as youth development, health, and nutrition, DRRM programs, and the Child-Friendly School System	<ul style="list-style-type: none"> Materials and Facilities Monitoring Checklist 	<ul style="list-style-type: none"> Numbers of schools monitored using the checklist Number of schools with improved facilities
		<ul style="list-style-type: none"> Orientation on Child-Friendly School System (CFSS) conducted 	<ul style="list-style-type: none"> Number of schools oriented on CFSS Accomplishment report in the conduct of CFSS orientation
		<ul style="list-style-type: none"> Status of CFSS: School Rating 	<ul style="list-style-type: none"> Number of schools with CFSS rating Number of schools qualified as CFS Number of schools with improved CFSS rating
		<ul style="list-style-type: none"> Preventive Maintenance Plan 	<ul style="list-style-type: none"> Number of schools with approved preventive maintenance Plan Number of schools with maintained, monitored and inspected learning equipment and facilities
		<ul style="list-style-type: none"> Preventive Maintenance Report 	<ul style="list-style-type: none"> Number of schools with improved physical facilities
		<ul style="list-style-type: none"> DRRM Action Plan & Monthly Report 	<ul style="list-style-type: none"> Number of schools submitted DRR action plan and monthly report

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> Program implementation reports on various learner support services (Youth Formation Development Program, Health and Nutrition Program) 	<ul style="list-style-type: none"> Number of Schools with implemented YFD Programs Number of Schools with implemented Health and Nutrition Programs Number of implemented learner support services activities
		<ul style="list-style-type: none"> Activity and Accomplishment Report 	<ul style="list-style-type: none"> List of Activities and Accomplishment Reports Number of completed activities
Planning and Research	To facilitate the preparation of the Division Education Development Plan (DEDP) and assist the schools in the preparation of the School Improvement Plan (SIP), the Annual Improvement Plan (AIP)	<ul style="list-style-type: none"> Approved DEDP 	<ul style="list-style-type: none"> Approved and implemented DEDP
		<ul style="list-style-type: none"> List of Approved SIP, AIP, and WFP 	<ul style="list-style-type: none"> Number of approved SIP, AIP, and WFP Percentage of AIP activities implemented in schools and learning centers.
	To validate, consolidate and process timely, accurate, and relevant basic education statistics for budget, planning, policy, research, and resource allocation.	<ul style="list-style-type: none"> Validated and processed basic education statistics Forward Estimates Validated BEIS/School Profile 	<ul style="list-style-type: none"> Percentage of schools participated and validated in BEIS
	To ensure the use of research outputs in improving the policy and program implementation	<ul style="list-style-type: none"> Approved and completed research 	<ul style="list-style-type: none"> Number of BERF and non-BERF completed research Number of disseminated research

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> Utilized research outputs 	<ul style="list-style-type: none"> Number of research utilized for policy and program implementation
		<ul style="list-style-type: none"> Accomplishment report reflecting the utilization of Result outputs 	<ul style="list-style-type: none"> 100% Accomplishment report reflecting the utilization of Result outputs
	To provide TA in the conduct of BERF research studies	<ul style="list-style-type: none"> TA Plans on Research TA Needs Assessment Results Accomplishment report 	<ul style="list-style-type: none"> Number of TA Plan submitted and approved Number of TA on research provided TA Results and Analysis
Community Level Linkages and Partnerships	To capacitate schools in forging partnerships and linkages	<ul style="list-style-type: none"> TA needs and plan in partnerships and linkages Training Designs Activity Completion Report 	<ul style="list-style-type: none"> Number of TA needs identified List of Approved Training Designs, Activity Completion Report submitted Number of orientation/ meeting and advocacy conducted Number of schools provided with capacity building activities and technical assistance
		<ul style="list-style-type: none"> Directory of Partners/ Database of donors and partners 	<ul style="list-style-type: none"> Number of established partnerships Number of donors and partners
	To establish and/or strengthen linkages, engagements, and partnerships with stakeholders to ensure continuous support for basic education	<ul style="list-style-type: none"> MOUs and MOAs 	<ul style="list-style-type: none"> Number of MOA/MOU forged Resource Mapping Report Number of Partners with sustained linkages

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> • Accomplishment Reports 	<ul style="list-style-type: none"> • List of submitted and approved accomplishment reports
	To accept donations (e.g. equipment, tools) from program/project partners for proper utilization	<ul style="list-style-type: none"> • Certificates of Acceptance of project/program equipment/tools turned over to the SDO 	<ul style="list-style-type: none"> • Number/ Amount of donations in the DPDS/ Deed of Donations and Acceptance • Number of Certificates Acceptance of project/program/classroom/ equipment/tools turned over to the SDO
		<ul style="list-style-type: none"> • MOU & MOA 	<ul style="list-style-type: none"> • Number of notarized MOUs and MOAS
Human Resource Development	To provide strategic direction in operationalizing the HRD system in the SDO and in the school's	<ul style="list-style-type: none"> • Human Resource Development Plan • HRD Consolidated Needs 	<ul style="list-style-type: none"> • Approved Human Resource Development Plan
		<ul style="list-style-type: none"> • Database of Individual Professional Profile of SDO Personnel • Consolidated IP² of school personnel (Training Needs Assessment) • Approved Training proposals, (including required attachment designs, session guides, and completion reports) 	<ul style="list-style-type: none"> • Number of conducted division and school-initiated trainings • Number of trained teaching, teaching-related, and non-teaching personnel • Number of quality assured proposals including required attachment i.e., designs, session guides and completion reports • List of Approved Training proposals, designs, and reports

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> • Approved Learning Resource Packages • Activity/Program Completion Report • Approved Learning and Development Need Assessment (LDNA) 	<ul style="list-style-type: none"> • Number of Learning Resource packages approved and validated • Number of activity/program completion report submitted • Number of approved Learning and Development Need Assessment (LDNA)
		<ul style="list-style-type: none"> • Established pool of SDO and school Learning Facilitators 	<ul style="list-style-type: none"> • Number of qualified members of pool of SDO and school Learning Facilitators
	To establish and manage rewards and recognition system and activities in collaboration with Personnel Section	<ul style="list-style-type: none"> • PRAISE System document approved by the CSC • Approved rewards and recognition activity proposals and completion • Localized rewards and recognition activities 	<ul style="list-style-type: none"> • Number of activities relative to reward and recognition managed/implemented
	To design, develop and implement timely, relevant, and responsive Professional Development Programs intended to meet the competency need of teaching and related	<ul style="list-style-type: none"> • Approved Professional Development Programs 	<ul style="list-style-type: none"> • List of Approved Professional Development Programs

Key Result/s Area	Objectives	Outputs	Outputs Indicators
	teaching, and non-teaching personnel	<ul style="list-style-type: none"> • Training Needs Assessment 	<ul style="list-style-type: none"> • Learning and Development Plan • Number of approved and implemented Professional Development Program • Number of trained teaching, and related teaching personnel
		<ul style="list-style-type: none"> • Needs assessment result of the teaching personnel in the SDO based on the Electronic Self-Assessment Tool (eSAT) 	<ul style="list-style-type: none"> • Submitted eSAT of the teachers to the online collection system of BHROD.
		<ul style="list-style-type: none"> • Summary of the Individual Development Plan (IDP) of the teaching, teaching-related and non-teaching personnel in the SDO 	<ul style="list-style-type: none"> • IDP summary of all the teaching personnel
		<ul style="list-style-type: none"> • List of Learning and Development Providers for the needs of the teaching personnel based from the eSAT 	<ul style="list-style-type: none"> • List of L&D providers
	To assist the SDO Units/functional divisions, and schools in the development of a Performance Management monitoring and evaluation mechanism	<ul style="list-style-type: none"> • Performance Management M&E Mechanism for the Teaching, Teaching Related and Non-Teaching Personnel 	<ul style="list-style-type: none"> • Approved Performance Management M&E Mechanism • Record of Performance Management Data of teaching, teaching -related and non-teaching personnel gathered, reviewed and analyzed
		<ul style="list-style-type: none"> • Accomplished Performance Assessment Tool 	<ul style="list-style-type: none"> • Number of Performance Assessment Tool accomplished

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> Accomplished Coaching Form 	<ul style="list-style-type: none"> Number of Personnel coached
Quality Assurance	To lead in ensuring the completeness of documents pertinent to application in the operation/establishment/conversion/closure of both public and private schools	<ul style="list-style-type: none"> Directory/List of schools with complete documentary requirements based on the type of request applied Directory of Private Schools with Status as to permit/recognition List of newly established/renamed/converted/closed public and private schools 	<ul style="list-style-type: none"> Number of schools with complete documentary requirements based on the type of request applied. Number of schools endorsed for establishment/conversion/closed and approved by RC Number of private schools/ TVI/ non-DepEd schools endorsed for Special order
	To ensure access to adequate, disaster resilient and safe buildings and ground facilities compliant to the prescribed standards	<ul style="list-style-type: none"> Inventory of Buildings/School buildings Annual Inspection Plan and Monthly Inspection Report 	<ul style="list-style-type: none"> Number of schools with adequate, disaster resilient and safe buildings Number of schools' Inspection Reports submitted
		<ul style="list-style-type: none"> Report on safety school buildings and ground facilities in partnership with the LGU 	<ul style="list-style-type: none"> Number of schools with safe school buildings and hazard free ground facilities co-signed by the LGU or other concerned authorities
	To quality assure learning and development programs	<ul style="list-style-type: none"> Accomplished QAME tools per activity 	<ul style="list-style-type: none"> Number of accomplished and implemented QAME tools
<ul style="list-style-type: none"> QAME Plan and Reports 		<ul style="list-style-type: none"> Number of Approved QAME Plan and Reports 	

Key Result/s Area	Objectives	Outputs	Outputs Indicators
		<ul style="list-style-type: none"> • Analysis of QAME Reports 	<ul style="list-style-type: none"> • Number of recommendations to program owners based on the analysis
		<ul style="list-style-type: none"> • Report on SBM Level of Practice of Schools • SBM Progress Report • Accomplishment Report on Technical Assistance provision to schools pertinent to school-based management • Consolidated SBM Progress Monitoring Report 	<ul style="list-style-type: none"> • Number of technical assistances provided based on SBM • Number of schools with improved SBM Level of Practice • Number of submitted and approved SBM Progress Report
		<ul style="list-style-type: none"> • Report on CI projects fully implemented in schools and in the EDO • Established school best practices along SBM 	<ul style="list-style-type: none"> • Number of fully implemented and recognized CI projects • No of school best practices along SBM
		<ul style="list-style-type: none"> • M&E tools/instruments 	<ul style="list-style-type: none"> • Number of M&E tools/instruments submitted & utilized
	To properly utilize/enhance existing tools and develop new tools to monitor and evaluate the implementation of approved PPAs	<ul style="list-style-type: none"> • M&E Plans and Reports 	<ul style="list-style-type: none"> • Number of M&E Plans and Reports submitted
		<ul style="list-style-type: none"> • Annual Accomplishment Report 	<ul style="list-style-type: none"> • Approved and submitted annual accomplishment report

Key Result/s Area	Objectives	Outputs	Outputs Indicators
	To analyze M&E result for appropriate intervention	<ul style="list-style-type: none"> Consolidated findings and recommendations 	<ul style="list-style-type: none"> Number of consolidated findings and recommendations submitted
Provision of Technical Assistance	To provide technical assistance to the SDO Units/functional divisions, schools, and learning centers in relation to governance and operations	<ul style="list-style-type: none"> Consolidated TA Needs Assessment Report Approved TA Plan TA contract/agreement TA result and analysis TA Accomplishment report 	<ul style="list-style-type: none"> Number of SDO Units/functional divisions, schools, and LCs with TA needs assessment/analysis report Number of submitted accomplished TA Plans Number of teaching, teaching-related, and non-teaching personnel who received TA Number of impact evaluation report of TA provided to SDO personnel and school Number of approved TA Plans
Performance Management	To conduct periodic monitoring and evaluation of office/staff performance for the provision of relevant learning and development programs	<ul style="list-style-type: none"> IPCRF/OPCRF Accomplishments Training Completion Reports Milestone report on the activities conducted for the different phases of the RPMS based on the existing policy 	<ul style="list-style-type: none"> Percentage of achievement of IPCRF/OPCRF Accomplishment report on the activities conducted for the different phases of the RPMS.

Key Result/s Area	Objectives	Outputs	Outputs Indicators
Office Management	To establish and maintain systems and processes geared towards administrative effectiveness and efficiency	<ul style="list-style-type: none"> • Operations Manual • Quality Management System and Process 	<ul style="list-style-type: none"> • Updated/maintained Operations Manual • Operational and functional Systems and Processes
	To ensure that administrative, budget, financial, and other relevant administrative and financial reports, processes and requirements are met	<ul style="list-style-type: none"> • Administrative and Financial Reports 	<ul style="list-style-type: none"> • Number of pertinent forms and documents accomplished and submitted on time (e.g. WFP, PPMP)
	To promote a culture of excellence, innovation, and collaboration	<ul style="list-style-type: none"> • List of employees given rewards and recognition • Citizen/Client Satisfaction Survey (CCSS) Results and Analysis 	<ul style="list-style-type: none"> • Number of recognition initiatives conducted • CCSS rating received • Report on Actions taken relative to the CCSS results (if there's any) • Number of Report on Actions taken relative to the CCSS results (if there's any)