



DepEd SDO Dagupan City
RECORDS OFFICE

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

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Office of the Schools Division
Superintendent

August 20, 2024

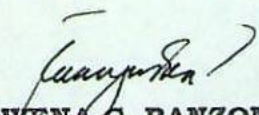
DIVISION MEMORANDUM

No. 324 s. 2024

**SUBMISSION OF CAREER GUIDANCE PROGRAM (CGP) CURRICULUM EXITS
TRACKING SYSTEM REPORT AND CGP ACCOMPLISHMENT REPORTS
SY 2023-2024**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Public Schools District Supervisors
Principals/School Heads
Guidance Designates, Career Guidance Program Coordinators
All Others Concerned

1. In reference to OUOPS No. 2023-03-8149 titled "Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year 2023-2024", this Office requests the submission of **Career Guidance Program Accomplishment Report 2023-2024** using *Enclosure 3: School Career Guidance Implementation Report* form and **School Data on Curriculum Exit Tracking Survey** based on *Enclosure 2: Curriculum Exit Tracking Survey* form.
2. Hard copies of the CGP Accomplishment Report with MOVs and School Data on Curriculum Exit Tracking Survey shall be submitted to the Records Section c/o Learner Formation Coordinator on or before August 30, 2024.
3. Please see attached enclosures for reference.
4. For the information and compliance of all concerned.


ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent

ENCLOSURE 2: Curriculum Exit Tracking Survey

Your answer to this survey will be treated with utmost confidentiality following the RA 10173 or the Data Privacy Act of 2012.

Direction: Accomplish and provide necessary details.

Learner's Reference Number (LRN): _____ Age: _____
Learner's Name: _____ Sex: _____
Contact No. _____

1. Who assisted or helped you with your curriculum exit decision?

- | | |
|---|---|
| <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Subject Teacher |
| <input type="checkbox"/> Guidance Designate | <input type="checkbox"/> Parent / Guardian / Relative |
| <input type="checkbox"/> Career Advocate | <input type="checkbox"/> None |
| <input type="checkbox"/> Class Adviser / Homeroom Adviser | <input type="checkbox"/> Other: _____ |

2. Who assisted or helped you with your curriculum exit decision?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Guidance and Counseling Service (e.g Counseling, Consultation) | |
| <input type="checkbox"/> Career Guidance Program | <input type="checkbox"/> None |
| <input type="checkbox"/> Homeroom Guidance | <input type="checkbox"/> Other: _____ |

3. What is your Senior High School Track?

- | | |
|---|---|
| <input type="checkbox"/> Academic Track | <input type="checkbox"/> Arts and Design Track |
| <input type="checkbox"/> Sports Track | <input type="checkbox"/> Technology and Vocational Livelihood Track |

3.a For Academic Track, what is your chosen Strand?

- | | |
|--|--|
| <input type="checkbox"/> Accounting, Business and Management (ABM) | <input type="checkbox"/> Science, Technology, Engineering & Mathematics (STEM) |
| <input type="checkbox"/> Humanities and Social Science (HumSS) | <input type="checkbox"/> General Academic Strand (GAS) |

3.b For Technology and Vocational Livelihood Track

- | | |
|---|--|
| <input type="checkbox"/> Agri-Fishery Arts | <input type="checkbox"/> Home Economics |
| <input type="checkbox"/> Information and Communication Technology (ICT) | <input type="checkbox"/> Industrial Arts |

3.b.1 For Agri-Fishery Arts

- | | |
|---|---|
| <input type="checkbox"/> Agricultural Crops Production (NC I) | <input type="checkbox"/> Animal Health Care Management (NC III) |
| <input type="checkbox"/> Agricultural Crops Production (NC II) | <input type="checkbox"/> Animal Production (Poultry-Chicken) (NC II) |
| <input type="checkbox"/> Agricultural Crops Production (NC III) | <input type="checkbox"/> Animal Production (Ruminants) (NC II) |
| <input type="checkbox"/> Animal Production (Swine) (NC II) | <input type="checkbox"/> Artificial Insemination (Swine) (NC II) |
| <input type="checkbox"/> Aquaculture (NC II) | <input type="checkbox"/> Fish Capture (NC II) |
| <input type="checkbox"/> Artificial Insemination (Ruminants) (NC III) | <input type="checkbox"/> Fishing Gear Repair and Maintenance (NC III) |
| <input type="checkbox"/> Fish-Production Packaging (NC II) | <input type="checkbox"/> Pest Management (NC II) |
| <input type="checkbox"/> Fish Wharf Operation (NC I) | <input type="checkbox"/> Rice Machinery Operation (NC II) |
| <input type="checkbox"/> Food Processing (NC II) | <input type="checkbox"/> Rubber Processing (NC II) |
| <input type="checkbox"/> Horticulture (NC III) | <input type="checkbox"/> Rubber Production (NC II) |
| <input type="checkbox"/> Landscape Installation & Maintenance (NC II) | <input type="checkbox"/> Slaughtering Operations (NC II) |
| <input type="checkbox"/> Organic Agriculture (NC II) | <input type="checkbox"/> Others: _____ |

3.b.2 For Home Economics

- | | |
|--|--|
| <input type="checkbox"/> Attraction and Theme Parks (NC II) | <input type="checkbox"/> Cookery (NC II) |
| <input type="checkbox"/> Barbering (NC II) | <input type="checkbox"/> Dressmaking (NC II) |
| <input type="checkbox"/> Bartending (NC II) | <input type="checkbox"/> Events Management Services (NC III) |
| <input type="checkbox"/> Bread and Pastry Production (NC II) | <input type="checkbox"/> Fashion Design (Apparel) (NC III) |
| <input type="checkbox"/> Caregiving (NC II) | <input type="checkbox"/> Food and Beverage Services (NC II) |
| <input type="checkbox"/> Commercial Cooking (NC III) | <input type="checkbox"/> Front Office Services (NC II) |
| <input type="checkbox"/> Hairdressing (NC III) | <input type="checkbox"/> Tailoring (NC II) |
| <input type="checkbox"/> Handicraft (Fashion Accessories, Paper Craft (Non-NC II)) | <input type="checkbox"/> Tourism Promotion Services (NC II) |
| <input type="checkbox"/> Handicraft (Needlecraft) (Non-NC) | <input type="checkbox"/> Travel Services (NC II) |
| <input type="checkbox"/> Handicraft (Woodcraft, Leathercraft (Non-NC)) | <input type="checkbox"/> Wellness Massage (NC II) |
| <input type="checkbox"/> Housekeeping (NC II) | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Local Guiding Services (NC II) | |

3.b.3 For Information and Communication Technology (ICT)

- | | |
|--|---|
| <input type="checkbox"/> Animation (NC II) | <input type="checkbox"/> Contact Center Services (NC II) |
| <input type="checkbox"/> Broadband Installation (Fixed Wireless Systems) (NC II) | <input type="checkbox"/> Illustration (NC II) |
| <input type="checkbox"/> Computer Programming (.net Technology) (NC III) | <input type="checkbox"/> Medical Transcription (NC II) |
| <input type="checkbox"/> Computer Programming (Java) (NC III) | <input type="checkbox"/> Technical Drafting (NC II) |
| <input type="checkbox"/> Computer Programming (Oracle Database) (NC III) | <input type="checkbox"/> Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II) |
| <input type="checkbox"/> Computer System Servicing (NC II) | <input type="checkbox"/> Telecom OSP Installation (Fiber Optic Cable) (NC II) |
| | <input type="checkbox"/> Others: _____ |

3.b.4 For Industrial Arts

- | | |
|---|--|
| <input type="checkbox"/> Automotive Servicing (NC I) | <input type="checkbox"/> Driving (NC II) |
| <input type="checkbox"/> Automotive Servicing (NC II) | <input type="checkbox"/> Electrical Installation and Maintenance (NC II) |
| <input type="checkbox"/> Carpentry (NC II) | <input type="checkbox"/> Electric Power Distribution Line Construction (NC II) |
| <input type="checkbox"/> Carpentry (NC III) | <input type="checkbox"/> Electronic Products Assembly and Servicing (NC II) |
| <input type="checkbox"/> Construction Painting (NC II) | <input type="checkbox"/> Furniture Making (Finishing) (NC II) |
| <input type="checkbox"/> Domestic Refrigeration and Air-Conditioning (DOMRAC) Servicing (NC II) | <input type="checkbox"/> Instrumentation and Control Servicing (NC II) |
| <input type="checkbox"/> Gas Tungsten Arc Welding (GTAW) (NC II) | <input type="checkbox"/> Gas Metal Arc Welding (GMAW) (NC II) |
| <input type="checkbox"/> Machining (NC I) | <input type="checkbox"/> Shield Metal Arc Welding (SMAW) (NC I) |
| <input type="checkbox"/> Machining (NC II) | <input type="checkbox"/> Shield Metal Arc Welding (NC II) |
| <input type="checkbox"/> Masonry (NC II) | <input type="checkbox"/> Tile Setting (NC II) |
| <input type="checkbox"/> Mechatronics Servicing (NC II) | <input type="checkbox"/> Transition Line Installation and Maintenance (NC II) |
| <input type="checkbox"/> Motorcycle/Small Engine Servicing (NC II) | <input type="checkbox"/> Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/ Commercial Refrigeration Equipment [CRE]) Servicing (NC III) |
| <input type="checkbox"/> Plumbing (NC I) | |
| <input type="checkbox"/> Plumbing (NC II) | |

4. Curriculum Exits

- | | |
|--|--|
| <input type="checkbox"/> College Education | <input type="checkbox"/> Middle-Level Skills Development |
| <input type="checkbox"/> Employment | <input type="checkbox"/> None in any of the curriculum exits |
| <input type="checkbox"/> Entrepreneurship / Business | |

**4.a For College Education, reasons for choosing college as your curriculum exit
(Check all that apply)**

- | | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> Status or prestige of being a college graduate |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Opportunity for employment abroad |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Prospect for employment in the future | <input type="checkbox"/> Others: _____ |

Name of Preferred School (Do not abbreviate) _____ College Course _____

**4.b For Employment, reasons for choosing employment as your curriculum exit
(Check all that apply)**

- | | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> Attractive work and compensation |
| | <input type="checkbox"/> Others: _____ |

What is your preferred work? _____

Name of company or institution you like to work for: _____

Nature of Company or Institution:

- | | |
|--|---|
| <input type="checkbox"/> Education | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Law | <input type="checkbox"/> Security |
| <input type="checkbox"/> Business | <input type="checkbox"/> Pharmacy |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Hotel & Restaurant |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Arts |
| <input type="checkbox"/> Media | <input type="checkbox"/> Navigation |
| <input type="checkbox"/> Social Services | <input type="checkbox"/> Manufacturing |

- Agriculture
- Electronics
- Fisheries
- Fabric / Clothing

- Mining
- Technology
- Finance / Banking
- Call center
- Others: _____

4.c For Entrepreneurship/Business, reasons for choosing entrepreneurship/business as your curriculum exit. (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> Attractive work and compensation |
| | <input type="checkbox"/> Others: _____ |

Do you have an existing business/plan to have a business? Yes No

If yes, what product/service do you offer in your business? _____

Date and year of start doing business? _____

4.d For Middle-Level Skills Development, reasons for choosing middle-level skills development as your curriculum exit. (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> Others: _____ |

What training program will you take? _____

Name of preferred training institution? _____

**4.e For no chosen curriculum exit, reason for not having curriculum exit
(Check all that apply)**

- | | |
|---|---|
| <input type="checkbox"/> Personal choice | <input type="checkbox"/> No available college or university in our place |
| <input type="checkbox"/> Influence of parents or relatives | <input type="checkbox"/> Was not accepted in my preferred college course |
| <input type="checkbox"/> Peer influence | <input type="checkbox"/> Lack of interest to pursue college or other training |
| <input type="checkbox"/> Inspired by role model | <input type="checkbox"/> No particular choice or no better idea |
| <input type="checkbox"/> Financial constraints | <input type="checkbox"/> Personal reason |
| <input type="checkbox"/> Health condition | <input type="checkbox"/> Migration to another place |
| <input type="checkbox"/> No available college/universities in our place | <input type="checkbox"/> Other: _____ |

**5. What 21st Century Skills learned in basic education did you find useful?
(Check all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> Creativity and curiosity | <input type="checkbox"/> Critical thinking, problem solving, & risk-taking |
| <input type="checkbox"/> Visual and information literacies | <input type="checkbox"/> Adaptability, managing complexity and self-direction |
| <input type="checkbox"/> Media literacy | <input type="checkbox"/> Higher-order thinking and sound reasoning |
| <input type="checkbox"/> Interactive communication | <input type="checkbox"/> Basic, scientific, economic, & technological literacies |
| <input type="checkbox"/> Flexibility and adaptability | <input type="checkbox"/> Multicultural literacy and global awareness |
| <input type="checkbox"/> Initiative and self-direction | <input type="checkbox"/> Teaming, collaboration and interpersonal skills |
| <input type="checkbox"/> Social and cross-cultural skills | <input type="checkbox"/> Personal, social, and civic responsibility |
| <input type="checkbox"/> Productivity and accountability | <input type="checkbox"/> Leadership and responsibility |

6. What values learned in basic education did you find useful? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Respectfulness | <input type="checkbox"/> Resourcefulness |
| <input type="checkbox"/> Perseverance | <input type="checkbox"/> Resilience |
| <input type="checkbox"/> Industriousness | <input type="checkbox"/> Thrift |
| <input type="checkbox"/> Prayerfulness | <input type="checkbox"/> Optimism |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Helpfulness |
| <input type="checkbox"/> Courage | <input type="checkbox"/> Persistence |

- Care for the environment
- Responsibility
- Trustworthiness
- Loyalty
- Patriotism
- Generosity
- Cooperative
- Gratitude
- Accountability
- Charity
- Dedication
- Enthusiasm
- Reverence
- Hardwork
- Cleanliness

- Creativity
- Honesty
- Friendliness
- Dependability
- Understanding
- Kindness
- Integrity
- Patience
- Fairness
- Commitment
- Determination
- Fortitude
- Thoughtfulness
- Adaptability
- Others:

Note: The school may devise/ create an online curriculum exit tracking or you may access or download the editable file through the provided link: <https://tinyurl.com/CGPEnclosure2>

Enclosure 3: Career Guidance Implementation Report

A. School Career Guidance Implementation Report

School ID/ Name:	Name of School Head:
Division:	Region:

1. Facilitation of Career Guidance Activities

Activity/ies	Date of Facilitation	Target Grade Level	Target Number of Attendees	Actual Number of Attendees

Note: Add rows is necessary and attach means of verification: photos, videos, program matrix, and summary of the activity report.

- 2. Do you have a Registered Guidance Counselor? Yes No
- 3. Do you have a Guidance Designate? Yes No
- 4. Do you have a Career advocate/s? Yes No
- 5. Number of learners undergone consultation and counselling related to career concerns

Grade Level	Male	Female	Total
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total			

6. Number of Senior High School graduates.

Graduates	Male	Female	Total
SHS Learners			

Curriculum Exit Tracking

7. Curriculum Exit Summary (Number of Learners)

Track	Curriculum Exit					Total
	College Education	Employment	Entrepreneurship / Business	Middle-Level Skill Development	None of the Curriculum Exit	
ACAD						
Arts and Design						
Sports						

TVL						
Total						

8. Who assisted the learners with their curriculum exit? (Number of times being chosen)

Guidance Counselor	Guidance Designate	Career Advocate	Class Adviser	Subject Teacher	Parent / Guardian / Relative	None

9. What assisted learners with their Curriculum Exit? (Number of times being chosen)

Guidance and Counseling Service	Career Guidance Program	Homeroom Guidance	Labor Market Information	None

10. What is/are the reason/s for choosing your curriculum exit? (Number of times being chosen)

A. College Education

Personal Choice	Influence of parents/relatives	Peer influence	Prospect for future employment	Status/prestige of being a college graduate	Opportunity for employment	No particular choice / no better idea

B. Employment

Personal Choice	Attractive Work and Compensation	Influence of parents/relatives	Peer influence	Inspired by role model	Financial constraints	No available college/university in our place	Was not accepted into my preferred college course	Lack of interest in pursuing college or other training	No particular choice or better idea

C. Entrepreneurship / Business

	Personal Choice
	Attractive opportunity to earn
	Influence of parents/relatives
	Peer influence
	Inspired by role model
	Financial constraints
	No available college/university in our place
	Was not accepted into my preferred college course
	Lack of interest in pursuing college or other training
	No particular choice or better idea

D. Middle-level Skill Development

	Personal Choice
	Influence of parents/relatives
	Peer influence
	Inspired by role model
	Financial constraints
	No available college/university in our place
	Was not accepted into my preferred college course
	Lack of interest in pursuing college or other training
	No particular choice or better idea

E. No Preferred Curriculum Exit

	Personal Choice
	Influence of parents/relatives
	Peer influence
	Lack of financial resources
	Personal reason
	No available college/university in our place
	Was not accepted into my preferred college course
	Lack of interest in pursuing college or other training
	No particular choice or better idea
	Health condition
	Migration to another place

Prepared by:

Approved by:

Name and Signature
RGC / Guidance Designate / Career Advocate

Name and Signature
School Head

Note: You may access and download the editable file through the provided link: <https://tinyurl.com/CGPEnclosure3v2>