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

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Office of the Schools Division Superintendent

November 5, 2026

Division Memorandum
No. 651, s, 2026

SUBMISSION OF DOCUMENTS FOR THE APPROVAL OF SENIOR HIGH SCHOOL TECHNICAL PROFESSIONAL (TECHPRO) OFFERINGS FOR SCHOOL YEAR 2027–2028 UNDER THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

To : Assistant Schools Division Superintendent (ASDS)
Chief Education Supervisors, CID & SGOD
Education Program Supervisors – TVE-TVL
Public Schools District Supervisors (PSDSs)
Public Elementary and Secondary School Heads
All others concerned.

1. In preparation for the full implementation of the Strengthened Senior High School (SHS) Curriculum for School Year 2027–2028, all public senior high schools offering Technical Professional (TechPro) Track are hereby directed to submit the necessary documents in support of their proposed sectors and specializations for Grades 11 and 12.

2. The identification and selection of sectors and specializations shall be guided by DepEd Order No. 054, s. 2022, entitled *Guidelines on the Selection of Senior High School Technical-Vocational-Livelihood Specializations*. The provisions of this Order emphasize learner-centeredness, relevance, disaggregation, and localization in determining the appropriate specializations to be offered by schools.

3. In this regard, school heads are directed to undertake a comprehensive assessment of their proposed TechPro offerings, taking into consideration learners' preferences, enrolment trends, available school resources and facilities, faculty qualifications, work immersion opportunities, and alignment with local, regional, and national development priorities.

4. To support the evaluation and approval of the proposed offerings, schools shall prepare and submit the following documents and supporting data, consistent with the requirements stipulated in DepEd Order No. 054, s. 2022:

   A. **Grades 11 and 12 Enrolment Data**
      a. Enrolment data for the current school year and the previous three school years, disaggregated by grade level, sector, and specialization;

b. Consolidated enrolment projections for the proposed sectors and specializations for SY 2027–2028.

B. **Learners' Preference Survey**
   a. Accomplished Learner Preference Survey administered to incoming SHS learners, particularly Grade 10 learners from the school's feeder junior high schools;
   b. Consolidated and tabulated survey results indicating the ranking of the five most preferred specializations per strand or corresponding sector; and
   c. Summary of the proposed specializations based on learners' preferences.

C. **School Internal Assessment**
   A comprehensive inventory and assessment of the school's capacity to offer the proposed sectors and specializations, including:

   a. Available classrooms, laboratories, workshops, and other relevant facilities;
   b. Available tools, equipment, and materials, including their quantity, condition, and adequacy based on applicable technical standards;
   c. Available learning resources and instructional materials;
   d. List of teaching personnel, indicating their relevant qualifications, industry experience, National Certificates (NCs), and Training Methodology (TM) certifications, as applicable; and
   e. Available and proposed work immersion venues, including partner industries and establishments.

D. **Local Development Priorities**
   Supporting documents and information identifying the priority sectors and industries in Dagupan City and nearby communities, including:

   a. Relevant city or local development plans and priorities;
   b. Employment and industry data from the Public Employment Service Office (PESO), Community-Based Monitoring System (CBMS), and other relevant agencies;
   c. Identified local industries, business establishments, and emerging employment opportunities; and
   d. Other relevant documents or evidence demonstrating the demand for the proposed specializations in the local economy.

E. **National and Regional Development Priorities**
   Relevant documents and references identifying priority sectors and emerging employment opportunities aligned with national and regional development directions, including:

a. Philippine Development Plan (PDP);
b. National Technical Education and Skills Development Plan (NTESDP);
c. AmBisyon Natin 2040;
d. Relevant Department of Labor and Employment (DOLE), Philippine Statistics Authority (PSA), and TESDA industry and employment data; and
e. Other relevant national and regional development plans and priority industry information.

F. **School Data Summary and Proposed TechPro Offerings**
A consolidated School Data Summary presenting the results of the foregoing assessments, including:

a. List of existing sectors and specializations proposed for continuation;
b. List of new sectors and specializations proposed for offering;
c. Proposed sectors and specializations for Grade 11 and Grade 12, identified separately;
d Justification and supporting data for each proposed specialization based on learners' preferences, enrolment, school capacity, and local and national development priorities; and
e. Identification of resource gaps and corresponding plans to address them.

5. In identifying the proposed offerings, schools shall ensure that the selected specializations are supported by the available data and meet the selection criteria provided under DepEd Order No. 054, s. 2022. Schools proposing to continue or introduce specializations despite insufficient resources shall provide appropriate justification and a concrete plan to address the identified gaps.

6. Furthermore, the proposed TechPro sectors and specializations shall be aligned with the officially released and approved curriculum guides under the Strengthened SHS Curriculum. Schools shall ensure that the proposed offerings are supported by qualified teachers, appropriate facilities, tools and equipment, learning resources, and available industry partnerships necessary for their effective implementation.

7. All documents shall be compiled and submitted in both printed and scanned copies to the Curriculum Implementation Division (CID), through the EPP-TLE-TVL Education Program Supervisor, **on or before December 10, 2026**. Schools are advised to ensure that all submitted information is accurate, complete, properly consolidated, and duly certified by the School Head.

8. The Curriculum Implementation Division shall review and validate the submitted documents, including the school's capacity and readiness to offer

the proposed sectors and specializations, through document evaluation and ocular inspection, as necessary. The validated proposals shall then be endorsed to the Regional Office for appropriate evaluation and approval in accordance with the provisions of DepEd Order No. 054, s. 2022.

9. For guidance and strict compliance.

MARCIANO U. SORIANO JR PhD., CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
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