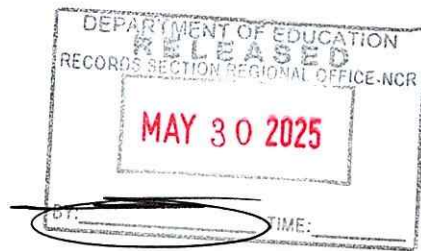




Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



REGIONAL MEMORANDUM

No. 467 s. 2025

TO : SCHOOLS DIVISION SUPERINTENDENTS

FROM : **JOCELYN DR ANDAYA**
Regional Director
Concurrent Officer-in-Charge
Office of the Assistant Secretary for Operations

SUBJECT : SUBMISSION OF REPORTS ON THE SPECIAL CURRICULAR
PROGRAMS-PROGRAM SUPPORT FUNDS (SCP-PSF) FOR SY
2024-2025

DATE : MAY 28, 2025


1. This is in reference to the attached Memorandum dated May 22, 2025, from Dr. Gina O. Gonong, Undersecretary for Curriculum and Teaching, relative to the above-captioned subject, for information and appropriate action.
2. Immediate dissemination of this Memorandum is desired.



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

MEMORANDUM
DM-CT-2025-144

TO : REGIONAL DIRECTORS

FROM : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : SUBMISSION OF REPORTS ON THE SPECIAL CURRICULAR PROGRAMS-PROGRAM SUPPORT FUNDS (SCP-PSF) FOR SY 2024-2025

DATE : May 22, 2025

The Department of Education, through the Bureau of Curriculum Development, has released the Special Curricular Programs-Program Support Funds (SCP-PSF) for School Year 2024-2025. These funds are intended to strengthen the operational efficiency of all recognized SCP elementary and secondary schools by augmenting their Maintenance and Other Operating Expenses (MOOE). Specifically, the SCP-PSF aims to improve access, quality, and operational efficiency of SCP programs and services through enhanced instructional and logistical support structures.

To ensure accountability and efficient and effective utilization of the SCP-PSF, **Regional Offices (ROs), Schools Division Offices (SDOs), and schools are requested to provide the following reports, which will be used as reference for future SCP-PSF allocations.**

Form/Data	Form Code	School Year	Source of Data
1. SCP M&E Form 1 (Financial Monitoring)	ME001	SY 2024-2025	School and SDO
2. SCP-PSF Narrative Report	NR001	SY 2024-2025	School and SDO
3. Management Information System (MIS) Form 1 (Number of SCP Learners)	MIS001	SY 2023-2024 SY 2024-2025 (complete data of two consecutive school years)	SDO and Region
4. Management Information System (MIS) Form 2 (List of SCP Recognized Schools)	MIS002	SY 2024-2025	SDO and Region
5. Management Information System (MIS) Form 2A (List of SCP Recognized Schools (Recipient of SCP-PSF))	MIS002A	SY 2024-2025	SDO and Region



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Form/Data	Form Code	School Year	Source of Data
6. Management Information System (MIS) Form 2B Non-Recognized Schools (Recipient of SCP-PSF)	MIS002B	SY 2024-2025	SDO and Region
7. Management Information System (MIS) Form 2C Recognized Schools (Non-Recipient of SCP-PSF)	MIS002C	SY 2023-2024 SY 2024-2025 (complete data of two consecutive school years)	SDO and Region

To ensure accurate form completion, please observe the following instructions:

1. Templates for SCP-PSF are available at the following link: <https://tinyurl.com/SCP-PSF-Report-Templates>. All submitted forms must bear the approval and signature of the office head.
2. Submit all signed forms in PDF format, along with the corresponding Word/Excel files, adhering to the following file naming syntax:

Governance Level	Syntax
Region	RO_FormCode_Date (month/day/year) e.g. RONCR_ME001_03202025
Division	RO_SDO_FormCode_Date (month/day/year) e.g. RONCR_QuezonCity_ME001_03202025
School	RO_SDO_School_FormCode_Date (month/day/year) e.g. RONCR_QuezonCity_SanFranciscoNHS_ME001_03202025

4. All required reports and forms must be submitted in a consolidated folder through the following link: <https://tinyurl.com/SCP-PSF-Reports>. The folder's file name should correspond to the region, for example, "Region I".
5. The submission deadline is **on or before June 14, 2025**.

In addition to this, ROs are requested to submit the name of the **Regional SCP Focal Person** through email to streamline communication regarding SCP-PSF and data management.

For the submission of documents and further clarifications, please email the **Bureau of Curriculum Development** at bcd@deped.gov.ph or **Ma. Melissa D. Albino**, Supervising Education Program Specialist, at ma.albino002@deped.gov.ph.

Immediate dissemination of this Memorandum is requested

Copy furnished:

OFFICE OF THE SECRETARY
MALCOLM S. GARMA, OIC-Undersecretary for Operations
EDSON BYRON K. SY, OIC-Undersecretary for Finance

The 2024 Functional Literacy, Education and Mass Media Survey — or FLEMMS — is more than a national survey. It is a mirror of our collective reality and a challenge to do more.

The FLEMMS 2024 data tells us a story not just of numbers, but of lives — of the literate and the functionally literate, of those with access to digital tools and those left behind, of voices that seek understanding amid the noise of mass media.

While the National Capital Region continues to register the highest functional literacy rates nationwide, the findings expose enduring disparities. Digital literacy is rising, but access remains uneven. Exposure to mass media is widespread, but it is not always matched by the development of critical thinking skills. And although formal education levels are generally high, we must ask: are we truly preparing our citizens — young and old — with the competencies they need to thrive in an increasingly complex world?

Thus, we are called — not merely to admire the data — but to act.

Let this be the turning point where insights become action.

In NCR, we are taking decisive steps through Priority Number 2: Improving the Foundational Skills of Learners, particularly in Literacy and Numeracy. Our approach is grounded in evidence and fueled by commitment.

We are actively utilizing data from the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (PHIL-IRI) to design and implement data-driven programs that address reading fluency, comprehension, word recognition, and basic numeracy. These tools help us identify learners in need of urgent support and track their progress over time.

Our initiatives include the implementation of Literacy programs in all divisions, targeted remediation sessions and intensive teacher capacity-building programs focused on reading diagnostics and literacy instruction. Across divisions, we are analyzing learner performance trends, tailoring intervention strategies, and developing contextualized learning materials. These are not just programs — they are lifelines to our learners.

We promote evidence-based decision-making in every school, ensuring that no child is left unseen, no learner is left behind, and no data is left unused. Because in our vision, foundational skills are not just academic metrics — they are the building blocks of lifelong learning, social participation, and national development.

Let us also strengthen our partnerships with media, civil society, and the private sector to bridge the remaining information and access gaps — ensuring that every child, every youth, and every adult has the opportunity to learn — and to keep learning.

The data we have is both a mirror and a map.

It reflects our current realities — but more importantly, it points us toward the path forward. Let us walk that path together — guided by evidence, driven by compassion, and united in our vision of a truly literate, empowered, and inclusive society.

Thank you.