

Republic of the Philippines
Department of Education
REGION V
SCHOOLS DIVISION OFFICE OF CATANDUANES

14 AUG 2023

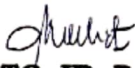

DIVISION MEMORANDUM
OSDS-CID-DM-37-S. 2023

**ORIENTATION ON THE CONDUCT OF THE SENIOR HIGH SCHOOL (SHS)
TRACER STUDY FOR REGULAR SHS GRADUATES**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID & SGOD
Public Schools District Supervisors/In-Charge of the Districts
Division SHS Coordinator
Public and Private Secondary School Heads
School SHS Coordinators (Public and Private)
SEPS for M & E
All Others Concerned

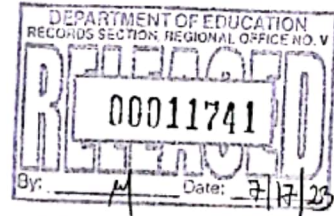
1. To ensure the successful conduct of the Senior High School (SHS) Tracer Study for Regular SHS Graduates a division orientation will be conducted by this office through the Curriculum Implementation Division on **August 17, 2023 8:00 AM** at Virac Pilot Elementary School, Gabaldon Building.
2. Participants to this orientation are the public and private secondary school heads, their senior high school coordinators, SEPS for M & E, PSDS of San Miguel North and South and the Division SHS Coordinator.
3. Attached is the copy of Regional Memorandum No. 269, s. 2023 for your reference.
4. All incidental expenses incurred relative to this activity may be charged to schools' MOOE/local funds subject to the usual accounting and auditing rules and regulations. Likewise, service credits will be given to all the teachers that will be involved in the orientation considering that they are still on vacation.
5. Immediate dissemination, information, guidance, and compliance of this Memorandum is desired.

By Authority of the Schools Division Superintendent:


ATTY. NORLITO JR. P. AGUNDAY
Legal Officer
Officer In-Charge 



Republic of the Philippines
Department of Education
REGION V - BICOL



Office of the Regional Director

July 13, 2023

REGIONAL MEMORANDUM
No. 269, s. 2023

**REGIONAL GUIDELINES ON THE CONDUCT OF THE SENIOR HIGH SCHOOL (SHS)
TRACER STUDY FOR REGULAR SHS GRADUATES**

To : Schools Division Superintendents
Public and Private Secondary School Heads
Regional Office Functional Division Chiefs
Curriculum and Learning Management Division
Policy, Planning, and Research Division
Field Technical Assistance Division
Quality Assurance Division

1. DepEd Region V was able to track the curriculum exits taken by the Senior High School graduates for S.Y. 2017-2018 and S.Y. 2018-2019, except for the two succeeding school years when distance learning was implemented because of the COVID-19 Pandemic. However, gathered data from the first two batches of SHS graduates, necessitate in-depth analysis that will help determine their experiences after graduation.
2. To trace the status of the SHS graduates from S.Y. 2017-2018 to S.Y. 2021-2022 in terms of curriculum exits, the quantitative and qualitative survey questions shall be employed. This is in response to the creation of a regional SHS Task Force mandated to address emerging challenges in the implementation of the SHS Program per DepEd Memorandum No. 28, s. 2023.
3. The online SHS tracer tool can be accessed at <https://bit.ly/R5SHStracer>.
4. To ensure the efficient utilization of the SHS Tracer Tool across the governance levels in Region V, specific Guidelines on the Conduct of the Senior High School Tracer Study for Regular SHS Graduates in DepEd Region V and a copy of the tracer tool are enclosed for reference and guidance.
5. Immediate dissemination of and strict compliance with this Memorandum is directed.


GILBERT T. SADSAD
Regional Director

Encls: As stated
Reference: DepEd Memorandum No. 28, s. 2023 dated May 11, 2023

To be indicated in the Perpetual Index
under the following subjects:
Curriculum Exits SHS
M and E Tracer Study

CLMD/ml
7/13/2023



Regional Center Site, Rawis, Legazpi City 4500

0969 516 9555
region5@deped.gov.ph



GUIDELINES ON THE CONDUCT OF THE SENIOR HIGH SCHOOL (SHS) TRACER STUDY FOR REGULAR SHS GRADUATES IN REGION V

1. The conduct of the tracer study aims to determine the status, experiences, challenges, and opportunities among the SHS graduates in Region V, concerning their chosen curriculum exits. It intends to generate feedback relevant to the SHS program implementation in the region that is vital in making program adjustments, interventions, and initiatives.
2. The tracer study shall cover SHS graduates in the following school years: a) S.Y. 2017-2018; b) S.Y. 2018-2019; c) S.Y. 2019-2020; d) S.Y. 2020-2021; and e) S.Y. 2021-2022. It shall consider the total number of graduates from public schools, private schools, state and local universities and colleges, and those from Technical Vocational Institutions (TVIs).
3. The standard tracer tool for SHS graduates developed by this Office through the Quality Assurance Division (QAD) shall be utilized for this purpose.
4. The SHS Tracer Tool is a property of DepEd Regional Office V. No part of it should be copied, modified, or used in the thesis/dissertation. Any violations committed shall be liable to the DepEd Region V top management. Access to the tracer tool will be provided to the SHS coordinators and SEPS M&E for tracking and monitoring purposes only.
5. The specific activities per timeline in the conduct of the SHS tracer study should be strictly observed.

A. Deployment of Tracer Tool to target respondents.

**A.1. Mapping of SHS Graduates in Region V
(July to August 2023)**

The schools should exhaust all means to map the SHS graduates for the past five school years (S.Y. 2017-2022) via-a-vis the official list of Grade12 Enrollees for the given school year. They may get information from the following suggested contact persons:

- a. former class advisers/teachers
- b. former classmates
- c. parents, siblings, and relatives
- d. neighbors
- e. barangay officials/SK officials
- f. others

or conduct the following activities:

- a. alumni homecoming
- b. announcements on radio stations or on social media
- c. create GC for the graduates/FB page
- d. HRPTA/GPTA meetings
- e. advertise through infomercials
- f. others



A.2. Deployment of the SHS Tracer Tool in the thirteen (13) Schools Division Offices (Last week of August to November 2023)

The Division SHS coordinators shall provide access to the tracer tool to all schools through the school principals/assistant school principals. All of the intended responders need to be able to access the link.

The online tracking of SHS graduates shall be prioritized for ease in the consolidation of results. The school can strategize to provide graduates the opportunity to accomplish the tool online. They can choose from the following activities:

- a. allot computer desktops/laptops in schools for this purpose;
- b. coordinate with SK officials to provide internet access in designated areas in barangays;
- c. request from barangay officials to designate computer desktops/laptops for this purpose; and
- d. seek the help of ALS coordinators/teachers to utilize learning centers and their computer desktops/laptops for this purpose.

Teachers may deploy a hard copy of the tracer tool or interview the respondents provided that it shall be administered properly. ALS mobile teacher-volunteers assigned in remote areas can help as enumerators, however, they should be oriented on the conduct of the tracer study.

A.3. Monitoring of the Status of Participation and Accomplishment of the Tracer Tool (Last week of August to November 2023)

The school shall be responsible for monitoring the progress of participation of the SHS graduates. It should assist the graduates to access the link of the tracer tool and respond if there are queries. The division and regional offices shall also keep track of the tracer tool's progress.

B. Validation of Tracer Study Results (December 2023)

Schools Divisions shall report in a regional conference the results of the tracer study. Results shall provide valuable information on the needed interventions or technical assistance from the regional office.

C. Analysis of Results of the Tracer Survey Questions (January 2024)

A separate workshop shall be conducted on the analysis of results. This is crucial in acquiring useful information needed in making evidence-based decisions to address SHS program implementation concerns.

D. Submission of Results of the Tracer Tool for policy recommendation (February 2024)

A regional workshop on the collected analyzed data is to be held for all essential outputs to operate smoothly as the completed staff work on the SHS tracer study.

E. Presentation of Region V's Tracer Study to the Stakeholders (March 2024)

A Regional Stakeholders Forum shall be organized to present to Stakeholders the results of the SHS tracer study for the five batches of graduates in Region V.

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6. DepEd Region V, through the relevant governance level, shall:

Regional Office

Curriculum and Learning Management Division (CLMD)

1. Prepare the regional implementation plan and M and E plan on the conduct of the regional SHS tracer study.
2. Orient division SHS coordinators and M and E specialists on the SHS tracer study.
3. Coordinate with the Quality Assurance Division (QAD), Policy, Planning and Research Division (PPRD), and Field Technical Assistance Division (FTAD) in the conduct and completion of the tracer study.
4. Monitor the progress of participation of SHS graduates as administrators/owners of the tracer tool.
5. Spearhead the workshop and stakeholders forum in connection with the conduct of the tracer study.
6. Utilize the tracer study results to assess the SHS Program implementation in the region.

Quality Assurance Division (QAD)

Before the Deployment of the Tool

1. Spearhead the workshop in the development of the M and E tool on tracking SHS graduates.
2. Ensure that the tracer tool to be used is quality assured.

During the Deployment of the Tool

1. Share access to the online tool with the Regional SHS Focal Person.
2. Collaborate with the division's M&E specialist to facilitate the deployment of the tool and expedition of the SHS Tracer Study data-gathering procedure.
3. Monitor regularly the status of participation of target participants.

After the Deployment of the Tool

1. Collaborate with the Regional SHS Focal Person in the management of data collected.
2. Spearhead and collaborate with the Regional SHS Focal Person in the conduct of analysis, visualization, and interpretation of the data collected.
3. Provide the regional SHS focal person a completed staff work (CSW) with the data acquired through the use of the tracer tool.

Field Technical Assistance Division (FTAD)

1. Spearhead in the utilization of relevant data in the formulation and development of policy recommendations.
2. Provide technical assistance in coordination with the Regional Field Technical Assistance Teams (RFTATs) to the formulation of the relevant and appropriate strategic plans to ensure effective and efficient school management of SHS Program implementation.
3. Develop continuous improvement mechanisms at all governance levels by providing timely and relevant feedback on their roles and functions to better serve the clients in the SHS Program implementation.

Policy, Planning, and Research Division (PPRD)

1. Collaborate with the Regional SHS Coordinator to design procedures to measure, evaluate and review the relevance of the previous implementations of the SHS Programs using the results of the tracer study conducted through research.
2. Advocate the development, implementation, and adjustments of educational plans, policies, standards, and guidelines in SHS programs through the conduct of quality and relevant research



Schools Division Office

Curriculum Implementation Division

1. Prepare Gantt Chart on the conduct of the division SHS tracer study.
2. Orient the school principals, assistant school principals, and school SHS coordinators on the SHS tracer study.
3. Coordinate with the Schools Governance and Operations Division (SGOD) in the conduct and completion of the tracer study.
4. Monitor the progress of participation of SHS graduates.
5. Utilize the tracer study results to assess the SHS Program implementation in the division.


Schools Governance and Operations Division (SGOD)

1. Coordinate with the division SHS focal person in the facilitation of the deployment of the tool and expedition of the SHS Tracer Study data-gathering procedure.
2. Conduct regular monitoring of the status of participation of target participants at the division level.
3. Advocate the utilization of the results of the tracer study in conducting research with designs to measure, evaluate and review the relevance of the previous implementations of SHS Programs.

School

1. Map the SHS graduates from S.Y. 2017-2018 to S.Y. 2021-2022 considering the timeline set by the regional office vis-à-vis the official list of Grades 12 enrollees for the given school year.
2. Ensure the highest possible participation of graduates in accomplishing the tracer tool.
3. Monitor the progress of participation of the SHS graduates per batch.
4. Report regularly to the division SHS coordinator the updates regarding the status of the SHS graduates' participation in the data collection.
5. Attend division conference/orientation on tracking of SHS graduates.
6. Utilize the tracer study results to assess the SHS Program implementation in the school.

A handwritten signature in blue ink, consisting of a stylized, cursive letter 'G' followed by a vertical line extending downwards.

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		VERSION V.0
		EFFECTIVITY DATE 1 September 2022
TITLE	Tracer Tool for Senior High School Graduates	Page 1 of 6

Instructions: This tool is to be accomplished by the SHS graduates which aims to get feedback regarding the current status after completing and passing the Senior High School Level.

The information you will provide will help the DepEd ROV-Senior High School in planning future educational needs. The results of this tracer study will only be presented in summary form and individual responses will be treated strictly confidential. We would, therefore, highly appreciate if you could complete the following questionnaire and return it to us, at your earliest convenience.

Data Privacy Statement: All the data to be generated will be treated with utmost confidentiality and shall be governed by Republic Act 10173, otherwise known as the Data Privacy Act of 2012.

Personal/Basic Information			
A. Basic Information			
Provide the complete responses to all data needed as indicated.			
Name:		Gender:	<input type="radio"/> Male <input type="radio"/> Female
Present Address:		Birthdate:	
Permanent Address:		Birthplace:	
Phone Number		Civil Status:	<input type="radio"/> Single <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Widow
Email address:		Twitter Account:	
Facebook Account		Instagram Account:	
B. Educational Background			
Track Completed:	<input type="radio"/> Academic <input type="radio"/> Technical-Vocational Livelihood <input type="radio"/> Sports <input type="radio"/> Arts and Design		
Specialization Completed in SHS:			
Qualification:	<input type="radio"/> NC I <input type="radio"/> NC II	<input type="radio"/> COC <input type="radio"/> None	
School Year when SHS was completed:			
School Attended:			
C. Current Status			
	Current Status	Yes	No
1. Are you currently employed?			
1.1 Employer			
a. Private			



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b. Government	_____	_____
1.2 Employment Status		
a. casual/job order	_____	_____
b. permanent/regular	_____	_____
1.3 What skills did you acquire in SHS that you able to apply in your work?		
a. Information, Media and Technology Skills	_____	_____
b. Learning and Innovation Skills	_____	_____
c. Communication Skills	_____	_____
d. Life and Career Skills	_____	_____
1.4 Were you adequately prepared by the program you attended in Senior High School to take on this job?	_____	_____
1.5 Present Occupation	_____	_____
1.6 Name of Employer/Industry (please include the address)	_____	_____
1.7 Name of Employer/Industry (please include the address)	_____	_____
1.8 Place of Work		
1.8.1 local	_____	_____
1.8.2 abroad	_____	_____
1.9 Is this your first job after SHS?	_____	_____
1.10 Is your first job related to the specialization you took up in SHS?	_____	_____
1.11 How long did you stay in your first job?		
1.11.1 Less than one month	_____	_____
1.11.2 1 to 6 months	_____	_____
1.11.3 More than 6 months	_____	_____
1.12 How did you find your first job?		
1.12.1 Response to an advertisement	_____	_____
1.12.2 As walk-in applicant	_____	_____
1.12.3 Job Fair	_____	_____
1.12.4 Arrange by the School Officials	_____	_____



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1.12.5 Family Business 1.12.6 Hired by Immersion Partners 1.12.7 Others, please specify _____	_____ _____ _____	_____ _____ _____
1.13 How long did it take you to land this job? 1.13.1 Less than 1 month 1.13.2 1 to 6 months 1.13.3 more than 6 months	_____ _____ _____	_____ _____ _____
1.14 Monthly Salary 1.14.1 Below 10, 000 1.14.2 10, 000 and above	_____ _____	_____ _____
1.15 Did you encounter any major problem/s in your job assignment?	_____	_____
1.16 If yes, please specify the problem briefly. _____		
2. Are you studying?		
2.1 Term of study 2.1.1 4-year course 2.1.2 5-year or more	_____ _____	_____ _____
2.2 Course of Study _____		
2.3 What skills acquired in SHS are you able to apply in your studies? 2.3.1 Information, Media and Technology Skills 2.3.2 Learning and Innovation Skills 2.3.3 Communication Skills 2.3.4 Life and Career Skills	_____ _____ _____ _____	_____ _____ _____ _____
2.4 Were you adequately prepared for your present program/course by the track/specialization you attended in Senior High School?	_____	_____



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2.5 Name of College/University (please include the address)		

2.6 Is this your first course after SHS?	_____	_____
2.7 Is your course of study related to the specialization you took up in SHS?	_____	_____
2.8 Did you encounter any major problem/s in your course of study? If yes, please specify the problem briefly. _____	_____	_____
3. Are you an entrepreneur?		
3.1 Type of business 3.1.1 Merchandising 3.1.2 Manufacturing	_____	_____
3.2 Scale 3.2.1 Micro 3.2.2 Small 3.2.3 Medium	_____	_____
3.3 Ownership 3.3.1 Sole Proprietorship 3.3.2 Partnership	_____	_____
3.4 What skills acquired in SHS are you able to apply in your work now? 3.4.1 Information, Media and Technology Skills 3.4.2 Learning and Innovation Skills 3.4.3 Communication Skills 3.4.4 Life and Career Skills	_____	_____
3.5 Is this your first job after SHS?	_____	_____
3.6 Is your first job related to the specialization you took up in SHS?	_____	_____
3.7 How long did you stay in your entrepreneurship activity? 3.7.1 less than one month 3.7.2 1 to 6 months	_____	_____



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3.7.3 more than 6 months	_____	_____
3.8 Average Monthly Income 3.8.1 Less than 10, 000 3.8.2 10, 000 and above	_____ _____	_____ _____
3.9 Did you encounter any major problem/s in your job assignment? If yes, please specify the problem briefly: _____	_____	_____
4. Are you a layabout?	_____	_____
5. Others, please specify: _____		
D. Factors Affecting Present Situation		
What are the factors that affect your present situation? (You can tick more than one item by checking at the spaces provided)		
1. Working		
2. Studying		
2.1 Self-motivation to continue/pursue study	_____	_____
2.2 Self-efficacy (believing you have the power to achieve)	_____	_____
2.3 To have a rewarding & challenging profession	_____	_____
2.4 Job & future security	_____	_____
2.5 Family influence/my parents want me to finish my study	_____	_____
2.6 Peer influence/my friends encourage me to continue study	_____	_____
2.7 Availability of financial support	_____	_____
2.8 Poverty	_____	_____
2.9 Others (please specify) _____	_____	_____
3. Layabout	_____	_____
3.1 My family/parents want me to stay at home	_____	_____
3.2 Health problem/s	_____	_____
3.2 Giving childbirth/pregnancy	_____	_____
3.3 Financial	_____	_____
3.4 Lack of interest	_____	_____



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3.5 Others (please specify)

E. Assistance Needed to Improve Current Status

1. What are the possible assistance that you need to improve your current status? (You can select more than one item on the following choices).

- Scholarship Grants
- Livelihood Trainings
- Financial Literacy Seminar
- Career Guidance Program
- Others, please specify: _____

2. What are the suggestions/recommendations to improve the quality of the SHS program?

F. Feedback Mechanism

Recommendations for the enhancement of the tool are highly appreciated. This is to track and check its effectiveness. You may write on the spaces provided.

STUDENT'S
SIGNATURE

TEACHER'S
SIGNATURE