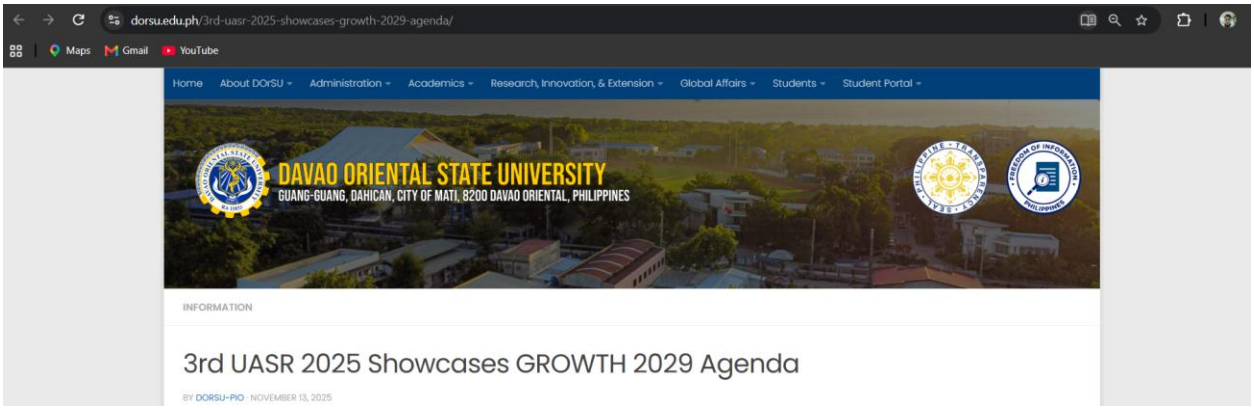
Public Lectures and Community Educational Events

Davao Oriental State University (DOrSU) promotes inclusive learning and community engagement by hosting educational events, public lectures, seminars, and knowledge-sharing activities open to the general public. Through these initiatives, the University extends its academic expertise and learning opportunities beyond the campus, fostering lifelong learning, public awareness, and community empowerment.





SHARE

Davao Oriental State University (DOrSU) is set to hold the 3rd University Annual Scientific Review (UASR) on November 17–18, 2025, at Honey's Hotel, Matiao, City of Mati. Anchored on the theme "GROWTH 2029 in Action: Globalization, Research, Innovation, and Holistic Development towards a Future-Ready University," this year's UASR brings together faculty researchers, student innovators, and extension practitioners to showcase the University's expanding research landscape.

The UASR is an annual initiative spearheaded by the University's Research, Innovation, and Extension Division designed to highlight groundbreaking research, celebrate scientific achievements, and promote regenerative solutions for communities. It provides a platform for DOrSU faculty, students, and partners to present their research through oral and poster presentations, demonstrating the University's commitment to knowledge creation and innovation.

This year, a total of sixty-three (63) scientific papers will be presented across two major tracks:

Track 1: Science, Technology, Engineering, and Applied Research
Track 2: Social Innovation, Governance, and Education

In addition to the research presentations, the 3rd UASR integrates a Training–Workshop on Foresight and Foresafety, equipping participants with advanced tools and frameworks for futures thinking, risk anticipation, and strategic planning—core elements that support DOrSU's Regenerative Futures Vision 2035 and the GROWTH 2029 Agenda.

DOrSU invites faculty, students, partners, and stakeholders to support and take part in this year's University Annual Scientific Review and celebrate research breakthroughs, innovative solutions, and extension initiatives that create lasting impact for communities and future generations.

MEMORANDUM OF AGREEMENT

KNOW ALL PERSONS BY THIS PRESENTS:

This Memorandum of Agreement is made and entered into between the DAVAO ORIENTAL STATE COLLEGE OF SCIENCE AND TECHNOLOGY-CATEEL EXTENSION CAMPUS, a state-run higher educational institution with postal address at Mahan-ob, Mainit, Cateel, Davao Oriental represented by its President, EDITO B. SUMILE , Ph.D. hereinafter referred to as "FIRST PARTY";

-and-

The ABIHOD ELEMENTARY SCHOOL, with postal address at Abihod, Cateel, Davao Oriental, represented by its Head Teacher, MR. CRIS R. RAMIREZ hereinafter referred to as "SECOND PARTY";

-and-

The Public Schools District Supervisor, with postal address at Department of Education Cateel District 1, Cateel, Davao Oriental, represented by MRS. HELENITA B. POSTRERO, herein referred to as "THIRD PA RTY";

WITNESSETH

WHEREAS, the "FIRST PARTY" is committed to assist the school and community in its pursuit of development through provision of technical knowledge and skills by virtue of its mandate, being a higher educational institution;

WHEREAS, the "SECOND PARTY" and "THIRD PARTY" also recognizes that there is a need to develop and enhance learning and skills of the pupils.

NOW, THEREFORE, in harmony with the above premises, the DOSCST-CEC and ABIHOD ELEMENTARY SCHOOL, have agreed with the following terms and conditions:

OBLIGATION OF PARTIES

DOSCST shall:

1. Provide supplies, materials and technical assistance through the conduct of seminars, trainings or activities in relations to culture, arts, and education development among pupils of Abihod Elementary School in a continuing

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manner as provided in the activity/project proposals that will be proposed later;

2. Provide other interventions that will be requested and/or identified by the second party; and

3. Closely coordinate with the second party on the design, conduct, monitoring, and evaluation of such projects/activities.

ABIHOD ELEMENTARY SCHOOLS shall:

1. Ensure the attendance and participation of its target constituents;

4. Closely coordinate with the first party on the design, conduct, monitoring, and evaluation of such projects/activities

5. Acknowledge and recognize the contributions of DOSCST in the development of culture, arts, education and other related extension activities in the school and community.

PUBLIC SCHOOLS DISTRICT SUPERVISOR

1. Assist the First Party and the Second Party in the coordination with the concern sectors in the conduct of programs/plans/initiatives;

2. Support and allow the second party in integrating the activities, education, and learning experiences of the pupils; and

3. Provide other forms of assistance whenever necessary.

MODIFICATION CLAUSE

1. Any provision in this Memorandum may be modified, altered or supplemented subject to the mutual agreement of the parties involved.

EFFECTIVITY AND TERMINATION

This agreement shall take effect immediately on the date of signing by parties concerned and shall continue to be enforced and in effect, and shall be terminated upon mutual agreement of parties involved if any provision of this MOA is violated.

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In WITNESS, WHEREOF, we hereby set our signatures this ____ day of _____ 2018 at _____, Davao Oriental, Mindanao, Philippines.

MAINIT ELEMENTARY SCHOOL

MR. CRIS R. RAMIREZ
Head Teacher

HELENITA B. POSTRERO
District Supervisor, Cateel District 1

DOSCST

EDITO B. SUMILE, Ph.D.
SUC President III

WITNESSES

JR A. MANTOG
R&E Coordinator, CEC

EDGAR P. FRANCISQUETE, Ed.D.
Campus Coordinator

WILANFRANCO C. TAYONE, Ph.D.
Director, Extension Office

ROY G. PONCE, Ed.D.
Vice President, RD&E

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ACKNOWLEDGEMNT

REPUBLIC OF THE PHILIPPINES }
}S.S
x----------x

BEFORE ME, a Notary Public for and in _____, on this _____ day of AUG 22 2018, 2018, personally came and appeared the following:

Name	ID No.	Date Issued	Place of Issue

Known to me to be the same persons who executed the foregoing instrument and who declared and acknowledged that the same is their free and voluntary act and deed composing four (4) pages.

WITNESS my hand and seal on the same day, date and place aforementioned.

Doc. No. 441
Page No. 89
Book No. 98
Series of 2018

ATTY. GUBERTO M. ANDUAY
NOTARY PUBLIC
UNTIL DECEMBER 31, 2018
PTR NO. 3605294 ; 01-03-2018
IBP NO. 0024 - 01-03-2018
CITY OF MATI, DAVAO ORIENTAL
ROLL NO. 53371
TIN NO. 937-437-116

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MEMORANDUM OF AGREEMENT

This **Memorandum of Agreement** (the "Agreement") is executed by and between:

the **DAVAO ORIENTAL STATE UNIVERSITY**, a state university in the Republic of the Philippines, duly established and existing under and by virtue of Republic Act No. 11033, with principal office address at Guang-guang, Barangay Dahican, City of Mati, Davao Oriental, Philippines, 8200, duly represented herein by its **University President, DR. ROY G. PONCE,** hereinafter referred to as **"DOrSU"**;

- and –

PUBLIC SCHOOLS CATEEL 1 DISTRICT, a public school district governed by the Department of Education, a national government agency duly organized and existing under and by virtue of the laws of the Republic of the Philippines, with principal office address at Castro Avenue, Poblacion, Cateel, Davao Oriental, Philippines, 8205, duly represented herein by its Public Schools District Supervisor, **MRS. JOSEPHINE G. LASTRADO**, hereinafter referred to as the **"DepEd CATEEL 1 DISTRICT"**;

(each a "**PARTY**" and collectively the "**PARTIES**").

WITNESSETH:

WHEREAS, the Commission on Higher Education (CHED) issued CHED Memorandum Order No. 052, Series of 2016, which provides the Policy Standards and Guidelines for the Establishment of Partnerships and Linkages between Higher Education Institutions (HEIs) and External Stakeholders, encouraging collaborative engagements with basic education institutions to enhance instruction, research, extension, and professional development;

WHEREAS, DOrSU is a public secular institution of higher learning mandated under its charter to serve as a research, graduate, and public service university;

WHEREAS, DOrSU leads as a public service university by providing various forms of community, public service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence;

WHEREAS, DOrSU has the trained manpower and academic expertise to provide technical assistance, research support, and extension services in line with its mandate of addressing community and industry needs;

WHEREAS, DepEd CATEEL 1 DISTRICT recognizes the importance of partnerships with Higher Education Institutions in advancing quality basic education through capacity-building, instructional support, research-based interventions, and professional mentoring;

WHEREAS, both **PARTIES**, have expressed their mutual willingness to serve as collaborating agencies in the planning, implementation, and evaluation of future research, extension, and

other academic-related initiatives that promote educational development and community engagement;

NOW, THEREFORE, the **PARTIES** agree as follows:

1. OBJECTIVES

The objectives of this Agreement are the following:

1.1. To strengthen collaborative research initiatives between Davao Oriental State University (DOrSU) and DepEd public schools through joint planning, implementation, and dissemination of research studies that address educational needs and improve teaching and learning outcomes;

1.2. To implement extension and community engagement programs that utilize the expertise and resources of both PARTIES to support capacity-building, instructional enhancement, and professional development of teachers and school personnel; and

1.3. To promote sustainable academic and institutional partnerships by facilitating knowledge sharing, innovation, and evidence-based practices that contribute to quality education and continuous improvement in both higher and basic education sectors.

2. RESPONSIBILITIES OF THE PARTIES

2.1 **DOrSU** shall:

2.1.1. Provide supplies, materials, technical assistance, and expertise through the conduct of seminars, trainings, extension activities, and research initiatives related to culture, arts, education, and community development among pupils and teachers of all schools under **DepEd CATEEL 1 DISTRICT**, subject to the prior approval of both parties, as mutually agreed upon and made in writing, in a continuing manner, as provided in the activity, project, or research proposals to be proposed later.

2.1.2. Provide opportunities and structured mentoring to teachers representing the **DepEd CATEEL 1 DISTRICT**, to enable their recognition as co-authors in research projects to which they have made substantial contributions, following their active participation in the seminars and training programs conducted by the First Party;

2.1.3. Provide other interventions, research support, and extension services that will be requested and/or identified by the **DepEd CATEEL 1 DISTRICT**; and

2.1.4. Closely coordinate with **DepEd CATEEL 1 DISTRICT** on the design, conduct, monitoring, research implementation, and evaluation of such projects and activities to ensure sustainable impact on student learning and community development.

2.2. **DepEd CATEEL 1 DISTRICT** shall:

2.1.1. Provide access to schools, teachers, learners, and relevant data necessary for the conduct of research, extension, and development activities;

2.1.2. Facilitate the participation of students, teachers, and other stakeholders in research, trainings, extension programs, and other related activities spearheaded by **DOrSU**;

2.1.3. Collaborate with **DOrSU** in the identification of priority research areas, educational interventions, and community needs that require technical assistance and academic expertise;

2.1.4. Assist in the dissemination, utilization, and integration of research outputs and extension innovations into classroom instruction and school-community programs;

2.1.5. Support the monitoring and evaluation of joint research and extension initiatives to ensure sustainability and measurable impact on student learning and community development;

2.1.6. Acknowledge and recognize the contributions of both **PARTIES** in the sustainable development activities conducted;

2.1.7. Actively participate in the research and extension activities to be conducted by **DOrSU**; and

2.1.8. Designate a focal person in the implementation of activities to be conducted by **DOrSU**.

3. COMMON PROVISIONS

The **PARTIES** further mutually agree on the following:

3.1. The **PARTIES** shall contribute their respective resources such as venue, facilities, manpower and fiscal resources for carrying out initiatives towards the attainment of their respective objectives;

3.2. The **PARTIES** shall update/inform each other of any development and other information that would impact the implementation of herein undertaking;

3.3. Any information or data generated in the conduct of researches, projects, and extension is shared by both **PARTIES**;

4. INTELLECTUAL PROPERTY RIGHTS

4.1. All intellectual property (IP) generated in the course of this **Agreement**—including but not limited to training modules, manuals, information materials, designs, tools, and other outputs—shall be jointly owned by the **PARTIES**, unless otherwise agreed upon in writing.

4.2. All intellectual property (IP) generated in the course of this Agreement—including but not limited to training modules, manuals, information materials, designs, tools, and other outputs—shall be **jointly owned by the PARTIES**, unless otherwise agreed upon in writing.

4.3. Ownership, authorship, and corresponding rights shall be vested only in the individuals from each **PARTY** who directly participated in the conduct and development of the research or extension activities, subject to the existing intellectual property policies of the respective **PARTIES**.

4.4. Any use, reproduction, dissemination, commercialization, or licensing of the IP beyond the scope of the extension activities shall require the prior written consent of all co-owners.

5. DATA PRIVACY AND CONFIDENTIALITY

5.1. The **PARTIES** shall comply with Republic Act No. 10173, or the Data Privacy Act of 2012, and its Implementing Rules and Regulations.

5.2. All personal and sensitive data collected under this **Agreement** shall be processed lawfully and ethically, and used solely for this Agreement's purposes.

5.3. The **PARTIES** shall ensure that any data sharing, access, or disclosure is done with informed consent and in accordance with data protection standards.

5.4. Confidential information shall not be disclosed to any third party without prior written consent, unless required by law.

6. EFFECTIVITY, TERM, AND TERMINATION

6.1. This **Agreement** shall take effect on the date of the last signature affixed below and remain in force for five (5) years, unless sooner terminated or extended in writing.

6.2. Either **PARTY** may terminate this Agreement upon thirty (30) days prior written notice to the other, stating the reason(s).

6.3. Upon termination, the **PARTIES** shall coordinate to ensure the proper conclusion or transition of ongoing work and return of shared resources.

7. GENERAL PROVISIONS

7.1. **ENTIRE AGREEMENT**. This Agreement, including any annexes and referenced documents, constitutes the entire understanding between the **PARTIES**. It supersedes all prior oral and written agreements. No amendment or modification shall be valid unless made in writing and signed by both **PARTIES**.

7.2. **HEADINGS**. Section headings are inserted for reference only and shall not affect the construction or interpretation of this Agreement.

7.3. **SEVERABILITY.** If any part of this Agreement is held invalid or unenforceable, the remainder shall remain in full force and effect.

7.4. **NON-WAIVER.** The failure of either **PARTY** to insist upon strict performance of any provision of this Agreement shall not be construed as a waiver of such provision. Any waiver shall not affect the validity or enforceability of any subsequent breach of the same or any other provision.

7.5. **DISPUTE RESOLUTION.** The **PARTIES** shall endeavor to exercise their best efforts to negotiate any dispute arising out of this Agreement. If unresolved, the matter shall be submitted to mediation or arbitration in accordance with the laws of the Republic of the Philippines.

7.6. **GOVERNING LAW AND JURISDICTION.** This Agreement shall be governed by and construed in accordance with the laws of the Republic of the Philippines. Any legal action arising from this Agreement shall be filed exclusively in the proper courts of Mati City, Davao Oriental to the exclusion of all other venues.

7.7. **COUNTERPARTS**. This Agreement may be signed in multiple counterparts, each of which shall be deemed an original, and all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the **PARTIES** have caused this Agreement to be signed on the date and at the place indicated below their respective authorized representatives' signatures.

DAVAO ORIENTAL STATE UNIVERSITY

By:

ROY G. PONCE, Ed.D.
SUC President III

Date: _____
Place: _____

PUBLIC SCHOOLS CATEEL 1 DISTRICT

By:

MRS. JOSEPHINE G. LASTRADO
PSDS- Cateel, District 1

Date: _____
Place: _____

SIGNED IN THE PRESENCE OF:

RICHARD C. MARAVILLAS, MSc
Campus Administrator, DorSU-CEC

REMAR I. PABALAY, PhD
Program Head, BEED
DOrSU-CEC

DIOSDADO D. COTA, PhD
Dir. - NOPSE

FOR TE [illegible] OMYANG YAO
RDAR - II

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) S.S.

BEFORE ME, a Notary Public for and in the _____, Philippines, this day of _____, personally appeared **DR. ROY G. PONCE,** with _____, known to me to be the same person who executed the foregoing *Memorandum of Agreement*, consisting of only six (6) pages, including this page in which this *Acknowledgement* is written, and he acknowledged to me that the same is his free and voluntary act and deed for and in behalf of **Davao Oriental State University.**

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first indicated above.

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of 2025.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) S.S. 18 FEB 2026

BEFORE ME, a Notary Public for and in the _____, Philippines, this day of _____, personally appeared **MRS. JOSEPHINE G. LASTRADO**, with _____, known to me to be the same person who executed the foregoing *Memorandum of Agreement*, consisting of only six (6) pages, including this page in which this *Acknowledgement* is written, and she acknowledged to me that the same is her free and voluntary act and deed for and in behalf of **PUBLIC SCHOOLS CATEEL 1 DISTRICT.**

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first indicated above.

ATTY. ZADHIL C. DAY
Public Attorney III
(Pursuant to RA 9406)

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of 2025.

MEMORANDUM OF AGREEMENT

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- and –

PUBLIC SCHOOLS CATEEL 2 DISTRICT, a public school district governed by the Department of Education, a national government agency duly organized and existing under and by virtue of the laws of the Republic of the Philippines, with principal office address at San Rafael, Cateel, Davao Oriental, Philippines, 8205, duly represented herein by its Public Schools District Supervisor, **MR. MELVIN B. RODILLA**, hereinafter referred to as the **"DepEd CATEEL 2 DISTRICT"**;

(each a "**PARTY**" and collectively the "**PARTIES**").

WITNESSETH:

WHEREAS, the Commission on Higher Education (CHED) issued CHED Memorandum Order No. 052, Series of 2016, which provides the Policy Standards and Guidelines for the Establishment of Partnerships and Linkages between Higher Education Institutions (HEIs) and External Stakeholders, encouraging collaborative engagements with basic education institutions to enhance instruction, research, extension, and professional development;

WHEREAS, DOrSU is a public secular institution of higher learning mandated under its charter to serve as a research, graduate, and public service university;

WHEREAS, **DOrSU** leads as a public service university by providing various forms of community, public service, as well as scholarly and technical assistance to the government, the private sector, and civil society while maintaining its standards of excellence;

WHEREAS, DOrSU has the trained manpower and academic expertise to provide technical assistance, research support, and extension services in line with its mandate of addressing community and industry needs;

WHEREAS, DepEd CATEEL 2 DISTRICT recognizes the importance of partnerships with Higher Education Institutions in advancing quality basic education through capacity-building, instructional support, research-based interventions, and professional mentoring;

WHEREAS, both **PARTIES**, have expressed their mutual willingness to serve as collaborating agencies in the planning, implementation, and evaluation of future research, extension, and

other academic-related initiatives that promote educational development and community engagement;

NOW, THEREFORE, the **PARTIES** agree as follows:

1. OBJECTIVES

The objectives of this Agreement are the following:

1.1. To strengthen collaborative research initiatives between Davao Oriental State University (DOrSU) and DepEd public schools through joint planning, implementation, and dissemination of research studies that address educational needs and improve teaching and learning outcomes;

1.2. To implement extension and community engagement programs that utilize the expertise and resources of both PARTIES to support capacity-building, instructional enhancement, and professional development of teachers and school personnel; and

1.3. To promote sustainable academic and institutional partnerships by facilitating knowledge sharing, innovation, and evidence-based practices that contribute to quality education and continuous improvement in both higher and basic education sectors.

2. RESPONSIBILITIES OF THE PARTIES

2.1 **DOrSU** shall:

2.1.1. Provide supplies, materials, technical assistance, and expertise through the conduct of seminars, trainings, extension activities, and research initiatives related to culture, arts, education, and community development among pupils and teachers of all schools under **DepEd CATEEL 2 DISTRICT**, subject to the prior approval of both parties, as mutually agreed upon and made in writing, in a continuing manner, as provided in the activity, project, or research proposals to be proposed later.

2.1.2. Provide opportunities and structured mentoring to teachers representing the **DepEd CATEEL 2 DISTRICT**, to enable their recognition as co-authors in research projects to which they have made substantial contributions, following their active participation in the seminars and training programs conducted by the First Party;

2.1.3. Provide other interventions, research support, and extension services that will be requested and/or identified by the **DepEd CATEEL 2 DISTRICT**; and

2.1.4. Closely coordinate with **DepEd CATEEL 2 DISTRICT** on the design, conduct, monitoring, research implementation, and evaluation of such projects and activities to ensure sustainable impact on student learning and community development.

2.2. **DepEd CATEEL 2 DISTRICT** shall:

2.1.1. Provide access to schools, teachers, learners, and relevant data necessary for the conduct of research, extension, and development activities;

2.1.2. Facilitate the participation of students, teachers, and other stakeholders in research, trainings, extension programs, and other related activities spearheaded by **DOrSU**;

2.1.3. Collaborate with **DOrSU** in the identification of priority research areas, educational interventions, and community needs that require technical assistance and academic expertise;

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4.4. Any use, reproduction, dissemination, commercialization, or licensing of the IP beyond the scope of the extension activities shall require the prior written consent of all co-owners.

5. DATA PRIVACY AND CONFIDENTIALITY

5.1. The **PARTIES** shall comply with Republic Act No. 10173, or the Data Privacy Act of 2012, and its Implementing Rules and Regulations.

5.2. All personal and sensitive data collected under this **Agreement** shall be processed lawfully and ethically, and used solely for this Agreement's purposes.

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7.5. **DISPUTE RESOLUTION.** The **PARTIES** shall endeavor to exercise their best efforts to negotiate any dispute arising out of this Agreement. If unresolved, the matter shall be submitted to mediation or arbitration in accordance with the laws of the Republic of the Philippines.

7.6. **GOVERNING LAW AND JURISDICTION**. This Agreement shall be governed by and construed in accordance with the laws of the Republic of the Philippines. Any legal action arising from this Agreement shall be filed exclusively in the proper courts of Mati City, Davao Oriental to the exclusion of all other venues.

7.7. **COUNTERPARTS**. This Agreement may be signed in multiple counterparts, each of which shall be deemed an original, and all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the **PARTIES** have caused this Agreement to be signed on the date and at the place indicated below their respective authorized representatives' signatures.

DAVAO ORIENTAL STATE UNIVERSITY

By:

ROY G. PONCE, Ed.D.
SUC President III

Date: _____
Place: _____

PUBLIC SCHOOLS CATEEL 2 DISTRICT

By:

MR. MELVIN B. RODILLA
PSDS- Cateel, District 2

Date: _____
Place: _____

SIGNED IN THE PRESENCE OF:

RICHARD C. MARAVILLAS, MSc
Campus Administrator, DorSU-CEC

REMAR I. PABALAY, PhD
Program Head, BEED
DOrSU-CEC

JOANN A. VERDY
ADMINISTRATIVE OFFICER II

BENJAMIN TAOC
ADMINISTRATIVE OFFICER II

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) S.S.

BEFORE ME, a Notary Public for and in the _____, Philippines, this day of _____, personally appeared **DR. ROY G. PONCE,** with _____, known to me to be the same person who executed the foregoing *Memorandum of Agreement*, consisting of only six (6) pages, including this page in which this *Acknowledgement* is written, and he acknowledged to me that the same is his free and voluntary act and deed for and in behalf of **Davao Oriental State University.**

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first indicated above.

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of 2025.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)

_____) S.S.

BEFORE ME, a Notary Public for and in the 18 FEB 2026 _____, Philippines, this day of _____, personally appeared **MR. MELVIN B. RODILLA**, with _____, known to me to be the same person who executed the foregoing *Memorandum of Agreement*, consisting of only six (6) pages, including this page in which this *Acknowledgement* is written, and he acknowledged to me that the same is his free and voluntary act and deed for and in behalf of **PUBLIC SCHOOLS CATEEL 2 DISTRICT.**

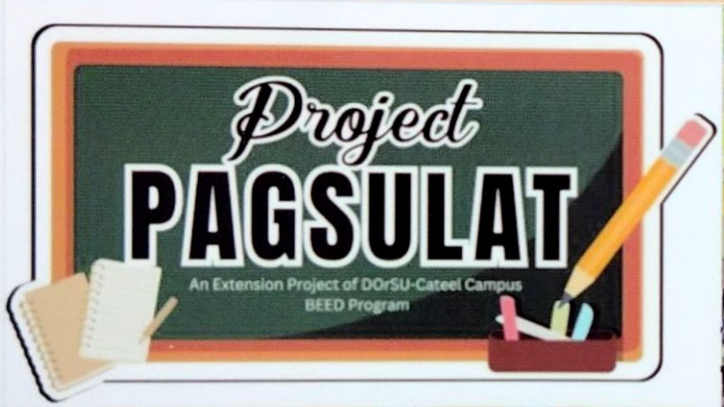
IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first indicated above.

ATTY. IZADHI C. DAY
Public Attorney III
Pursuant to R.A. 9406

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of 2025.

2025

PROGRESS REPORT







PROJECT PAGSULAT

An Extension Project of DOrSU-Cateel Campus

Date : April - June, 2025

Venue : Abihod Elementary School

Proponent : DORSU-CEC BEED Program

No. of Clients : 111

Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

PROGRESS REPORT FOR THE 2nd QUARTER



Project/Activity Title	**PROJECT PAGSULAT**
Date Prepared	**July 7, 2025**
Date Conducted	**Component 4 –** Tutorial Session (continuation) **Component 5 –** Evaluation of Learners' Handwriting Skills
Implementing Office	**BEED Program, Cateel Extension Campus**
Partner Institutes/Centers/Agencies/ Organizations	**DepEd (Abihod Elementary School)**
Actual Participants/Clientele	

SECTOR/GROUPS e.g.faculty,staff,farmers,teachers,youth,senior citizens,LGU,Brgy Officials etc.)	ACTUAL # OF PARTICIPANTS				
	Male	Female	LGBTQ	Prefer not to say	Total
Kindergarten Pupils	10	16			**26**
Grade 1 Pupils	17	18			**35**
Grade 2 Pupils	25	25			**50**

Details of Activity (Highlights of Activities)

Component 4: Tutorial Session (continuation)

The tutorial sessions continued until the last week of March, 2025. The tutorial session, as part of the ongoing extension project at Abihod Elementary School, continues to provide essential academic support to Kindergarten, Grade One, and Grade Two pupils, focusing on enhancing their literacy development following the diagnostic assessment of alphabetic handwriting skills. Conducted twice a week, the sessions ensure personalized attention, with 3rd-year BEED students assigned to Kindergarten pupils on a one-on-one basis, while some 3rd-year and 2nd-year students tutor Grade One pupils in either a 1:1 or 1:2 ratio. Meanwhile, 1st-year students support Grade Two pupils at a 1:2 ratio, fostering interactive learning and catering to individual needs. This structured and interactive approach has been instrumental in helping pupils, particularly those who initially

struggled with letter recognition and handwriting, gradually master the alphabet. The dedication of the tutors and the well-organized intervention strategies have significantly contributed to the improvement of the pupils' handwriting skills, reinforcing the impact of the extension project in supporting early literacy development.

Component 5: Evaluation of Learners' Handwriting Skills

As part of the extension project, the evaluation of learners' handwriting skills was conducted to assess the progress of Kindergarten, Grade One, and Grade Two pupils. This component aimed to measure the effectiveness of the tutorial sessions in enhancing alphabetic handwriting proficiency among the identified beneficiaries.

During the first and second week of April, 2025, tutors administered a post-test using the Alphabet Checklist, the same tool utilized during the initial diagnostic assessment. This allowed for a comparative analysis of the pupils' handwriting performance before and after the intervention. The assessment focused on letter recognition, proper letter formation, spacing, and handwriting consistency. Tutors carefully observed and documented each learner's ability to write letters accurately, noting improvements and persistent challenges.

The post-test results revealed a noticeable improvement in the handwriting skills of the pupils, reflecting the positive impact of the tutorial sessions. While not all learners achieved 100% mastery, many showed significant progress in letter recognition, proper letter formation, and handwriting consistency. Compared to their initial performance, pupils demonstrated better control in writing, improved spacing, and increased confidence in forming letters. Although not yet perfect, the visible development in their handwriting skills proves the effectiveness of the intervention and the dedicated support provided by the tutors.

Further, on April 8, 2025, an Academic Year 2024-2025 Culminating Activity was conducted. The first academic year of Project PAGSULAT's implementation came to a close and was celebrated at 9:00 AM on April 8, 2025, at Abejod Elementary School through an event entitled "Project PAGSULAT: 2024–2025 Culminating Activity." The event began with a heartfelt opening prayer by Mary Jane V. Lintogonan, followed by the singing of the National Anthem by Amelene D. Pajo. Nolaine Blessil O. Juanillo delivered the welcome remarks, setting the tone for an event filled with gratitude and reflection.

The celebration continued with lively intermission numbers from BEEd 1 and 2 students, adding energy and fun to the event. A particularly memorable moment was when the pupils were invited to join in a dance, their laughter and excitement filling the air. It was a joyful reminder of the confidence they had gained over the course of the project—not just in their writing, but in themselves.

Professor Richard Maravillas, the Campus Administrator and a proud son of Abejod, delivered a message expressing his gratitude for the initiative. He emphasized the significance of having such programs reach communities like theirs—where educational opportunities are limited and where young minds often struggle to find their voice. His words resonated deeply with everyone present, reinforcing the importance of empowering the youth through education.

School Principal I, Rosedith S. Familar, also shared a heartfelt message of appreciation. She expressed her deep gratitude for the tutors, recognizing the selfless dedication they had shown in helping the pupils develop not only their writing skills but also their character. At one point, she posed a profound question to the crowd:

"How can we ever repay all the tutors and facilitators of the project?"

	The room grew quiet, as if waiting for an answer. Then, someone softly responded, "There is no greater repayment than to see these children progress. That is more than enough." The truth of those words hung in the air, capturing the essence of the project. There was no need for any material reward—witnessing the growth and transformation of the pupils was the greatest gift. As the event drew to a close, snacks were distributed, and the pupils, tutors, and faculty exchanged smiles of accomplishment. After the program, lunch was shared with the teachers of Abejod Elementary School, fostering camaraderie and celebrating the collective efforts that made the project a success. What had started as a simple academic project had blossomed into something far greater. It had fostered a sense of community, nurtured relationships, and empowered young learners to express themselves with confidence. The lessons of Project PAGSULAT would continue to resonate long after the final session had ended. In the end, Project PAGSULAT was not just about teaching writing—it was about planting seeds of hope, resilience, and self-expression. It was a reminder that education, when approached with love and intention, can transform lives in ways that go far beyond the classroom. This was more than a project; it was a ministry of love, service, and hope—a narrative written not just with ink, but with compassion and care.
Objectives	• To train the tutors on the use of Project PAGSULAT. • To distribute school supplies to Kinder, Grade One, and Grade Two Pupils. • To improve the handwriting skills of Kinder, Grade one, and Grade Two Pupils of Abihod Elementary School.

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Percentage of Project Completion

Title	Percentage (%) of Project Completion
Component 4: Tutorial Session	100%
Component 5: Evaluation of Learners' Handwriting Skills & Project PAGSULAT Implementation	100%
Overall Completion	**100%**

Statement of financial status (php) as of reporting period:

Allocation/ Approved Budget	Budget for 2024	Total Expended	Remaining Balance
150,000	30,000	30,000	120,000
	Budget for 2025	**Total Expended**	**Remaining Balance**
	60,000	**30,000**	**90,000**

Problems/Issues & Action Plan:

Problem/Issues	Action Plan
1. Absenteeism, Dropout, and School Transfers	Conduct a follow-up assessment for pupils who were absent during the post-test to ensure their progress is recorded. Coordinate with the teachers to identify learners who have stopped studying and explore possible interventions or support.

Outputs









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Prepared by:

MARY LOVELY SUZZETH P. MENDEZ
Program or Project Leader

LENETH PEARL S. PINGOT
Project Staff

Noted by:

JEWEL MARIE S. FRANCISCO
Center Director/RIE Coordinator

MR. RENIE P. BANCALE
Unit Head, M and E

Recommending Approval:

MARY FIL M. BAUYOT, Ph.D.
Director, Extension Office

MISAEL B. CLADANO, Ph.D.
Vice President, RI&E

Approved:

ROY G. PONCE, Ed.D.
SUC President III

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PHOTO DOCUMENTATION

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Tutorial Session











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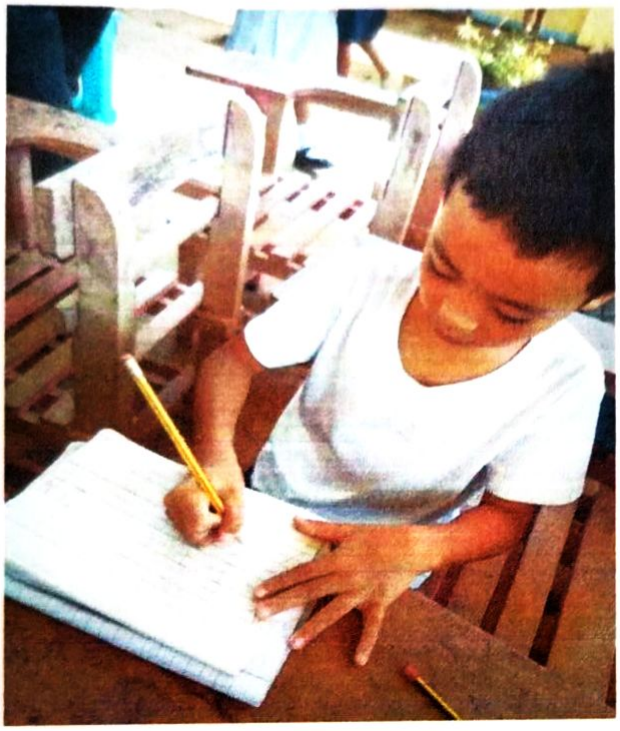
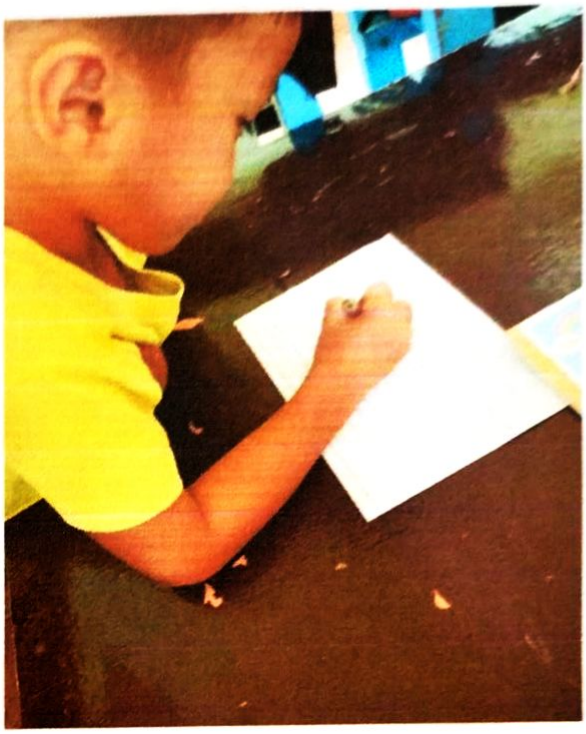
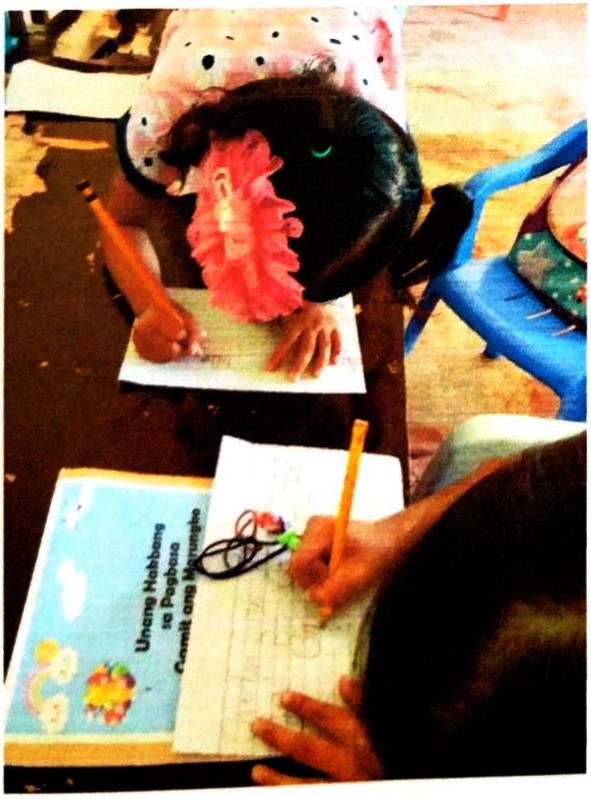
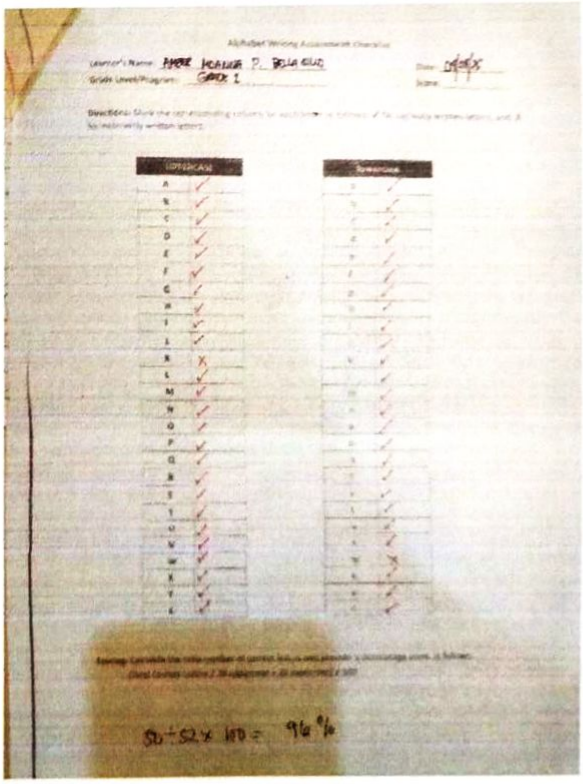
Post Test









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Academic Year 2024-2025 Culminating Activity





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BEED


Project PAGSULAT

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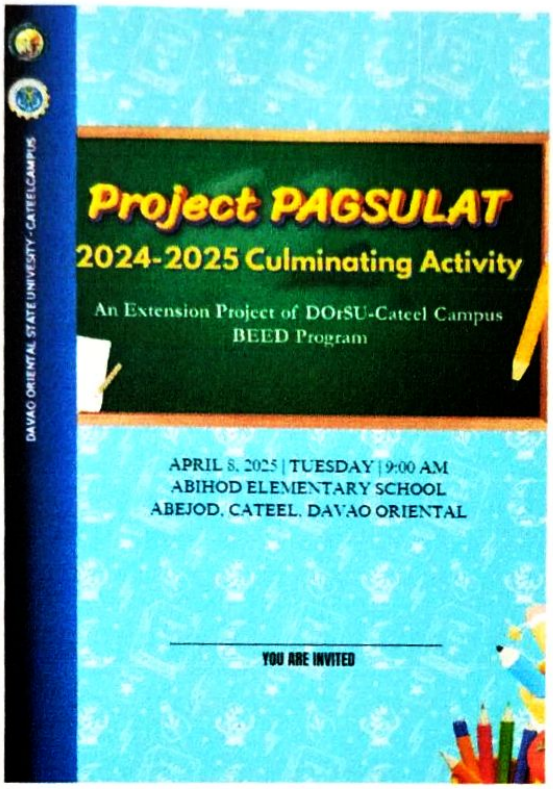

OPENING PRAYER	MARY JANE V. LINTOGONAN *BEED 3 Student*
NATIONAL ANTHEM	AMELENE D. PAJO *BEED 3 Student*
OPENING REMARKS	NOLAINE BLESSIL O. JUANILLO *BEED 3 Student*
INTERMISSION NUMBER	BEED 1 STUDENTS
MESSAGE	PROF. RICHARD MARAVILLAS *Campus Administrator*
INTERMISSION NUMBER	BEED 2 STUDENTS
CLOSING REMARKS	ROSEDITH S. FAMILAR *School Principal I*

GRACE MARIE S. CERVANTES
MASTER OF CEREMONIES

MARY LOVELY SUZZETH P. MENDEZ
Facilitator / Project Leader

LENETH PEARL S. PINGOT
Facilitator / Project Staff

BACHELOR OF ELEMENTARY EDUCATION PROGRAM

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ATTENDANCE SHEETS

DAVAO ORIENTAL STATE UNIVERSITY
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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: First General meeting for Project Pagsulat in Second Semester, 2024-2025 Participants (Sector): _____ No. _____
Date: February 7, 2025 Venue: Building A - Room 11A Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
1	Reyes, Hanlee Avigel V.		1			Student | BEED - 3	Purok Magupay 1, Pob. Cateel Da.	09268823961	
2	Daryn D. Sagmayan	–				Student | BEED 2	Poblacion, Cateel, Davao Or.	09481711959	
3	Edrielyn Ann L. Abarca		/			Student | BEED 2	Sta Filomena, Cateel, Davao Or.	09752839651	
4	Faye Karen Abarca		/			Student | BEED 2	Baston Davao Oriental	09277325070	
5	Rachelle Asis		/			Student | BEED 2	Poblacion, Cateel	09604859984	
6	Roxane P. Magpuran		/			Student | BEED 2	Anapon, Cateel Dav. Or.	09057209342	
7	Jasline Mae P. Belfin		/			Student | BEED 2	San Roque, Lingig, S.D.S	09627768979	
8	Jick Marchel F. Faroy	/				Student | BEED 3	Maasit, Cateel, Davao. Or	09279750828	
9	Jamal, maylene m.		/			Student | BEED 3	Macalingal, San Alfonso, Cateel Dav. Or.	09284757100	
10	Castillanes, Jica Pearl S.		/			Student | BEED 3	Poblacion, Baston, Dav. Or.	09267983843	
11	Sadayday, Dorothy D.		/			Student | BEED 2	Alegria, Cateel, Davao. Or.	09788898093	
12	Abarca, Alie A.		/			Student | BEED 2	Alegria, Cateel, Dav. Or.	09512469099	
13	Paje, Amelina D.		/			Student | BEED 3	Poblacion, Cateel, Dav. Or	09062783774	
14	Delos Santos, Abigail L.		/			Student | BEED 3	Relocation, Maasit, Cateel, Dav. Or.	09958908431	
15	Rendon, Shaharah C.		/			Student | BEED 3	San Alfonso, Cateel, Davao Or.	09094171695	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
16	Estrada, Kitti		/			Student / BEED 3	Poblacion, Boston Davao Oriental	09467884575	
17	Ombay, Regie M	/				Student / BEED 3	San Antonio, Cateel, Davao Oriental	09126762334	
18	Intregoman, Mary Jane V.		/			Student / BEED 3	Cabasagan, Boston, Davao Oriental	09276472703	
19	Rawlo, Keycia Mae B.		/			Student / BEED 3	San Antonio, Cateel, Davao or.	09659568297	
20	Pereña, Ivy T.		/			Student / BEED 3	San Antonio, Cateel, Davao Oriental	09274295096	
21	Tanjora, Kenneth D.		/			Student / BEED 3	Poblacion, Cateel Davao Oriental	09754866185	
22	Embascado, marjorie a.		/			Student / BEED 3	San. Miguel, Cateel Davao Oriental	09702848223	
23	Lawrence, Horace Marie P.		/			Student / BEED 3	Pob., Cateel, Davao Or.	09664818900	
24	Saliling, Gladys P.		/			Student / BEED 3	Relocation site, Mainit Cateel Dav. Or.	09534078475	
25	Abraham, Rose Ellyn A.		/			Student / BEED 3	San Alfonso, Cateel, Davao Oriental	09126390998	
26	Cam, Michelle Lyn A		/			Student / BEED 3	Poblacion, Cateel, Davao Oriental	09155452572	
27	Guanillo, Nolaine Blessil O.		/			Student / BEED 3	San Rafael, Cateel, Davao Oriental	09106823013	
28	Vena Mae M. Abraham		/			Student / BEED 1	Poblacion, Cateel Davao Oriental	09064359684	
29	Shiela C. Rodilla		/			Student / BEED 1	Relocation mainit cateel	09531368204	
30	Jhon Pardo R. Jayuma	/				Student / BEED 1	Kinablangan, Baganga, Dav. Or.	09520765879	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
31	Joyzirey Chalie L. Aquimlod	/				Student / BEED 1	Cabasagan, Boston, Dav. Or.	09816088386	
32	Marie O. Sanoan		✓			Student / BEED 1	Alegria, Cateel, Dav. Or.	09774116023	
33	Cris Jean a. Madanlo		✓			Student / BEED 1	Maglahus, Cateel, Dav. Or.	09525743309	
34	Ruylan L. Luarilla	/				Student / BEED 1	Cateel, Davao Oriental	09911537548	
35	Faite Mae V. Manamao		✓			Student / BEED 1	Boston, Davao Oriental	09678538644	
36	Rosay Jane T. Nenay		✓			Student / BEED 1	Boston, Davao Oriental	09679080747	
37	Jungie S. Ambelic		✓			Student / BEED 1	Cagon, San Rafael, Cateel Dav.	09485959405	
38	Joemar S. Cabaordo	/				Student / BEED 1	Cagon, San Rafael, Cateel, Dav.	09938806828	
39	Jasinel Jonaba	/				Student / BEED 1	Boston, Davao Oriental	09514164920	
40	Jemarie C. Cavangyao		/			Student / BEED 1	Mainit, Cateel, Davao Oriental	09755176762	
41	Diana Nicole B. Sapin		/			Student / BEED 1	Sta. Filomena, Cateel, Davao Oriental	09757291963	
42	Charlie Baintin dela Cruz	-				Student / BEED 1	Mahu, Anagpan, Cateel, Dav. Ori.	09525705386	
43	Ghea M. Castro		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09355560679	
44	Cherry M. Atienzo		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09683482878	
45	Lauriljan V. Dayaganon	/				Student / BEED 1	Abijod Cateel, Dav. Or.	09657831810	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
46	Allea Marei A. Balonte		/			Student / BEED 1	Sta. Filomena, Cateel, Davao	09101533935	
47	Gerald M. Abarca	/				Student / BEED 1	Alegria, Cateel, Dav. Or.	09262262439	
48	Villacorta, Rebecca P.		/			Student / BEED 3	Poblacion, Cateel, Davao Oriental	09268584825	
49	Manding, Mary Apple S.		/			Student / BEED 3	Poblacion, Cateel, Davao Or.	09662584217	
50	Limbing, Ronie Jay D.	/				Student / BEED 3	Mahan-ob, Cateel, Dav. Or.	09165917636	
51	Vanna R. Veloso		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09679063482	
52	Trisha Marie M. Dabala		/			Student / BEED 1	Lambajon Baganga Dav. Or	09552456167	
53	Angel Grace A. Omelee		/			Student / BEED 2	Lawan abajod, cateel, dav. or.	09959026099	
54									
55									
56									
57									
58									
59									
60									

PROJECT PAGSULAT TUTORS LOGSHEET

DATE

Date	Name	TIME IN	OUT	SIGNATURE
2-12-25	Shekinah C. Kenlon	12:45PM	2:08PM	
12-25	Belvlyn C. Ferrel	12:45PM	2:07 PM	
12-25	Kristie Castrodes	12:45 PM	2:07 PM	
12-25	Kryzia Mae D. Rando	12:45 PM	2:07 PM	
12-25	Regie M. Ontoy	12:46 PM	2:09PM	
12-25	Maylene M. Jamil	12:46 PM	2:9 PM	
[illegible]	Reyes, Hanlee Amiyah V.	12:46 PM	2:07 PM	
12/12/25	Sebiling, Gladys B.	12:46 PM	2:07 PM	
12/12/25	Mary Jane R. Bitagcor	12:46 PM	2:07 PM	
12/12/25	Trisha Marie Babala	12:46PM	2:10 PM	
12/12/25	Shiela C. Rodilla	12:48 PM	2:30 PM	
12/12/25	Xena Mae M. Abraham	12:48 PM	2:30 PM	
12/12/25	Cris Jean A. Mabanlo	12:49 PM	2:11 PM	
12/12/25	Novi O. Janeon	12:49 PM	2:11 PM	
12/12/25	Glaiza M. Castro	12:49 PM	2:33 PM	
12/12/25	Vanna R. Veloso	12:50 PM	2:30 PM	
12/12/25	Jungie L. Ambelic	12:50 PM	2:19 PM	
12/12/25	Cherry M. Atienzo	12:50 PM	2:30 PM	
02/12/25	Kate Mae V. Manansan	12:50 PM	2:30 PM	
02/12/25	Diana Nicole B. Dagin	12:52 PM	2:08 PM	
02/12/25	Charlie Daintin Lula Luis	12:49 PM	2:19	
02/12/25	Jeemar L. Calaperdo	12:51 PM	2:11 PM	
02/12/25	Jan Jarlo M. Layuma	12:50 PM	2:06 PM	
02/12/25	Jayprilly Chalie L. Aquindol	12:52 PM	2:26	
02/12/25	Tilacos, Rivecca P.	12:55 pm	2:07pm	
02/12/25	Limbing, Ronnie Jay L.	12:56 PM	2:17 PM	
02/12/25	Jemarie C. Carangyan	12:57PM	2:17PM	
02/12/25	Reylan L. Zurilla	12:58PM	2:25PM	
02/12/25	Marck Jill C. Diamos	12:57 PM	2:26PM	
02/12/25	Juvinel Toroba	12:59 PM	2:31 PM	
02/12/25	Rossy Jane J. Nanay	12:56 PM	2:32 PM	
02/12/25	Alica Marie A. Balondo	12:54 pm	2:30 pm	
02/12/25	Laurillan M. Bayagaran	12:55 PM	2:30 PM	
02/12/25	Jerald M. Abarca	12:54 PM	2:30 PM	
12/12/25	Allie A. Abanca	12:55 PM	2:30 PM	

DATE _____

DATE	NAME	TIME IN	TIME OUT	SIGNATURE
02-17-25	Mary Apple A. Manlinq	10:28	11:30	
02-17-25	Michelle Lyn A. Cam	10:29	11:30	
2-17-25	Sereño, Lory R.	10:38	11:30	
02-17-25	Farag, Jick Marchel F.	10:38	11:30	
02-17-25	Yanna R. Veloso	12:29	2:30 PM	
02-11-25	Alea Marie A. Balanta	12:29	2:30 PM	
02-17-25	Gerald M. Abarca	12:29	2:30 PM	
02-17-25	Joanna S. Calaperdo	12:44	2:13 PM	
02-17-25	Kate Mae V. Mardnao	12:45	2:30 PM	mardnao
02-17-25	Kenny Jan J. Nanay	12:46 PM	2:30 PM	
2-17/25	Jasmine Jaroba	12:46	2:30	
02-17/25	Reylan Zuvilla	12:47	2:30	
02-17/25	Merck Gil Dianos.	12:47	2:00	
2/17/25	Joyzette Chalie L. Aguinlod	12:46	2:30	
02/17/25	Carl Jan V. Cangayaman	12:48	2:30	
02/17/25	Rena Mae M. Arcadio	12:50	2:30	
02/17/25	cherry m. abiera	12:50	2:30	
02/17/25	Jemarie C. Casangyao	12:50	2:30	
02/17/25	Diana Nicole B. Lapur	12:52	2:00	
02/17/25	Nonie O. Janeom	12:52	2:10	
02/17/25	Charlie Kristin Dela Cruz	12:53	2:10	
02/17/25	Jorge S. Sobelic	12:53	2:15	
02/17/25	Cris Jan A. Madanlo	12:53	2:11	
02/17/25	Ghea Castro	12:57	2:30	
02/17/25	Estalan, Pitti	12:57	2:00 PM	
02/17/25	Villacorta, Rebecca P.	12:57 PM	2:00 PM	
02/17/25	Jaliling, Jeladye B.	12:57	2:00 PM	
02/17/25	Rendon, Shaharah C.	12:57	2:00 PM	
02/17/25	Jamel Maylene	12:58	2:00 PM	
02/17/25	Mary Jane V. Untogoran	12:58	2:00 PM	
02/17/25	Ronnie Jay D. Limbing	12:58	2:00 PM	
02/17/25	Shiela C. Padilla	12:58	2:30 PM	
02/17/25	Trisha Marie Batala	12:58	2:15 PM	
02/17/25	Gianfarlo R Payuma	12:58	2:00	
02/17/25	Regie M. Dubay	12:59	2:00 PM	

02-19-25	Mary Apple L. Manlig	10:07	11:15	
02-19-25	Amelene Paje	10:08 AM	11:16	
02-19-25	Ronald Marie S. Cervantes	10:08 AM	11:16	
02-19-25	Nelaine Blessil O. Granillo	10:09 AM	11:15	
02-19-25	Abigail L. Dela Fuente	10:09 AM	11:16	
02-19-25	Marjorie A. Embozcado	10:10	11:16	
02-19-25	Michelle Lyn Cam	10:10	11:16	
02-19-25	Jica Pearl L. Castillones	10:11	11:16	
02-19-25	Jereos, Izzy R	10:30	11:15	
02-19-25	Zoroy, Lick Marckel L	10:30	11:15	
02-19-25	Cris Jean A. Nabanlo	12:43	2:12	
2-19-25	Novie O. Janeen	12:43	2:10	
02-19-25	Vanna R. Velosa	12:43	2:30	
02-19-25	Diana Nicole B. Dajin	12:45	2:03	
02-19-25	Charlie Baintin dela Cruz	12:46	2:09	
02-19-25	Jungie L. Ambelic	12:46	2:15	
02-19-25	Siliacoso, Rebecca P.	12:48 pm	2:00pm	
02-19-25	Estrada, Kittie	12:53 pm.	2:00pm	
02-19-25	Jerrel, Bebelyn C.	12:53 PM	2:00PM	
02-19-25	Ambay, Regie M	12:54 pm	2:00pm	
02-19-25	Limbing, Ronnie Jay L.	12:55 PM	2:00	
02-19-25	Listogaman Mangtani V.	12:55 pm	2:00	
02-19-25	Reylan L. Zurilla	12:56 PM	2:00	
02-19-25	Rama, Regina Mae P.	12:56 pm	2:00	
02-19-25	Jaliling, Jeladyn B.	12:56 PM	2:00	
02-19-25	Shekinah C. Kendon	12:56 PM	2:00	
02-19-25	Maylene M. Jamal	12:57 pm	2:00	
02/19/25	Shea M. Castro	12:55 PM	2:00	
02/19/25	Xena Mae M. Abrahan	12:57 pm	2:00	
02/19/25	Cherry M. Atienzo	12:57 PM	2:00	
02/19/25	Gerald M. Abarca	12:57 PM	2:00 PM	
02/19/25	Alica Marie A. Balani	12:57 PM	2:00 PM	
02/19/25	Joyfully Chalie L. Aquinde	12:58 PM	2:00 PM	
02/19/25	Jomari C. Carangyan	12:58 PM	2:00 PM	
02/19/25	Kate Mae V. Manandao	12:58 PM	2:00	
02/19/25	Rossy Jane J. Ramos	12:58 PM	2:00	

DATE	NAME	IN	DATE OUT	SIGNATURE
2-24-25	Granillo, Melaine Bleid D.	10:50	11:26	
2-24-25	Pajo, Amelene D.	10:50	11:26	
2-24-25	Pajo, Amelene D.	10:14	11:22	
2-26-25	Embuscado, Marjorie A.	10:15	11:23	
2-24-25	Cam, Michelle Lyn A.	10:15	11:23	
2-26-25	Cervantes, Ma. Mara Marie	10:27	11:22	
2-26-25	Castillanes, Jica Pearl	10:27	11:23	
2-26-25	Delos Santos, Abegail L.	10:24	11:22	
2-26-25	Lorenz, Izy R	10:30	11:30	
2-26-25	Tarroy, Dick Mychel	10:31	11:31	
2-26-25	Manling, Mary Apple A	10:31	11:31	
2-26-25	Alexa Marie A. Balanta	12:30	2:30	
2-26-25	Reylan I. Zurilla	12:30	2:30	
2-26-25	Tiliacos, Rebecca P.	12:40		
2-26-25	Jeenal S. Calapardo	12:47	2:30	
2-26-25	Jemarie Cacanyero	12:50	2:30	
2-26-25	Shekarah C. Rendon	12:53		
2-26-25	maylene m. jamil	12:53		
2-26-25	Gerald M. Abarca	12:54	2:30	
2/26/25	Shea M. Castro	12:54	2:30	
2/26/25	Cherry M. Atienzo	12:54	2:30	
2/26/25	Xena Mae M. Abraham	12:55	2:30	
2/26/25	Rossy Jane J. Nanay	12:55		
02/26/25	Vanna R. Velasco	12:55		
02/26/25	Joffrey Aquinlod	12:55	2:30	
02/26/25	Jhenel Loraba	12:55	2:30	
02/26/25	Kate Mae Maramao	12:56	2:30	
02/26/25	Shula C. Rodilla	12:56	2:30	
02/26/25	March Bil C. Diamos	12:57	2:30	
02/26/25	Bernal, Bebelyn C.	12:58	2:30	
02/26/25	Ramos, Regine Mae B.	12:59		
2/26/25	Estrada, Kitti	12:57	2:00	
02/26/25	Ombay, Regie R	12:58	2:00	
02/26/25	Dela Cruz, Charlie V	12:59		

Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

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APPROVED PROJECT PROPOSAL

EXTENSION PROGRAM/PROJECT PROPOSAL

I. PROGRAM/PROJECT PROFILE

(1) **Program Title:**
Project Title: PROJECT PAGSULAT
Component 1: Training Workshop for Tutors
Component 2: Distribution of School Supplies
Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills
Component 4: Tutorial Sessions
Component 5: Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation

(2) **Program Leader/Project Leader:** Mary Lovely Suzzeth P. Mendez
Project Staff: Leneth Pearl S. Pingot

(3) **Implementing Program/Center:** BEED Program, Cateel Extension Campus

(4) **Site/s of Implementation:** Barangay Abijod, Cateel, Davao Oriental

(5) **Cooperating Agency/ies/Organization:** Abihod Elementary School

(6) **Target beneficiaries:** Kinder, Grade One, and Grade Two pupils who need additional support with their handwriting skills

(7) **Program/project Duration:** January, 2024 – May, 2026
Project Start: January, 2024
Project End: May, 2026
** This project will be conducted every semester for the academic years 2023-2024, 2024-2025 and 2025-2026.

(8) **Total Program/Project Cost:** *(indicate source/s of funds, counterpart funds; include non-monetary contributions of the pax/agencies, if any)*

Source/s of Funds	PS	MOOE	Total
DORSU RIE Fund	₱ 22, 500.00	₱ 127,500.00	₱ 150,000.00
Abijod Elementary School		₱ 50,000.00	₱ 50,000.00
Total			₱ 200,000.00

Sustainable Development Goals Addressed: Quality Education
Gender Equality

Ambisyon Natin 2040 National R&D Agenda Addressed: Inclusive nation-Building

Regional Development Plan (2017-2022) Addressed: Enhancing the Social Fabric

DOrSU RDE Agenda Addressed: Education and Policy Development

II. PROGRAM/PROJECT SUMMARY

(1) **Introduction/Rationale/Significance**

Handwriting holds immense importance as a foundational skill for literacy and effective communication. It goes beyond mere reading and writing, playing a crucial role in note-taking, form completion, and composing emails. However, many Alternative Learning System (ALS) learners and Grade One pupils encounter difficulties in the realm of handwriting. These challenges arise from factors like underdeveloped fine motor skills, difficulty in distinguishing between letters, and insufficient practice.

To address this pressing issue, PROJECT PAGSULAT was conceived as a research-based intervention tool designed to enhance the handwriting skills of Grade One pupils. This comprehensive program covers all essential asoects of handwriting. It fosters alphabet knowledge, facilitates mastery of letter formation, improves fine motor skills, promotes correct hand grip and posture, enhances tracing abilities, develops visual perceptual skills, encourages error recognition, and emphasizes repetition as a corrective measure (Cabahug & Mendez, 2022). Recent research by Batao and Sawan (2023) further highlights the effectiveness of this tool in significantly improving handwriting skills.

Moreover, PROJECT PAGSULAT serves an additional purpose by providing much-needed school supplies to Kinder, Grade One, and Grade Two pupils. The provision of these supplies serves not only immediate needs but also acts as a source of motivation that inspires continued educational growth with renewed enthusiasm. This two-pronged approach underscores the holistic nature of PROJECT PAGSULAT – bridging the gap in handwriting skills while simultaneously supporting the educational requirements of these young learners.

(2) **Objectives**

1. To train the tutors on the use of PROJECT PAGSULAT.
2. To distribute school supplies to Kinder, Grade One, and Grade Two pupils.
3. To improve the handwriting skills of ALS learners and Grade One pupils of Abihod Elementary School.

- **Methodology**

Component 1: Training of Trainers/Tutors

- Skilled trainers and authors of Project PAGSULAT, Ms. Alonica Mae Cabahug and Ms. Mary Lovely Suzzeth P. Mendez (project leader), along with Ms. Leneth Pearl S. Pingot (project staff), will impart their expertise to the project tutors. The training workshop will focus on the effective utilization of Project PAGSULAT.

Component 2: Distribution of School Supplies

- The project leader, project staff, trainers/tutors, and BEED students will collaborate to distribute school supplies to Kinder, Grade One, and Grade Two pupils at Abihod Elementary School.
- School supply distribution will take place twice a year, every second month of each semester.

Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills

- Prior to commencing the project, trainers/tutors will administer a pre-test to Kinder, Grade One, and Grade Two pupils to gauge their alphabetic handwriting skills.
- The Alphabet Checklist, as employed in the study, will serve as the assessment tool.
- Eligible beneficiaries will be identified as those scoring below 85% or achieving less than 22 out of 26 correct letters.

Component 4: Tutorial Session

- Trainers/tutors will be assigned to Kinder, Grade One, and Grade Two pupils in need of additional support based on the diagnostic assessment, maintaining a 1:1 ratio.
- One-on-one tutoring sessions using PROJECT PAGSULAT will be conducted at least twice a week.

- Tutoring sessions will align with the remedial class schedule, ensuring minimal disruption to the regular curriculum.
- Trainers/tutors will continuously monitor the progress of their assigned learners, adapting the tutoring sessions as required.

Component 5: Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation

- Trainers/tutors will administer a post-test to Kinder, Grade One, and Grade Two pupils to assess improvements in their alphabetic handwriting skills.
- The project leader and project staff will conduct project evaluations at the end of each semester, specifically during the final month of the semester. This assessment will provide valuable insights into the overall impact and effectiveness of the project.

(3) **Expected Outputs:**

- Training for the trainers/tutors on the use of PROJECT PAGSULAT.
- Distribution of school supplies to the beneficiaries.
- Pre-assessment results of the beneficiaries, serving as baseline data for evaluating handwriting skills.
- One-on-one tutoring sessions for Kinder, Grade One, and Grade Two pupils.
- A semestral evaluation of the project to assess its effectiveness.

(4) **Potential Outcomes:** Improvement in the handwriting skills of Kinder, Grade One, and Grade Two pupils who participate

(5) **Potential Impacts:** PROJECT PAGSULAT will help learners build a strong foundation for academic success.

(6) **Workplan**

Activities	YEAR 1 (2ND SEMESTER, 2023-2024)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 1 (1ST SEMESTER, 2024-2025)								
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 2 (2ND SEMESTER, 2024-2025)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 2 (1ST SEMESTER, 2025-2026)								
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 3 (2ND SEMESTER, 2025-2026)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

(7) Project Management

a. **Mary Lovely Suzzeth P. Mendez** (Proponent/Project Leader):
- Overall project oversight and leadership.
- Strategic planning and decision-making.
- Coordination of all project components.
- Communication with stakeholders and partners.

b. **Leneth Pearl S. Pingot** (Project Staff):
- Assisting the project leader in various project management tasks.
- Supporting logistical and administrative aspects of the project.
- Coordinating with trainers, tutors, and BEED students.

c. **Alonica Mae Cabahug and Mary Rose Batao:**
   - Conducting specialized training for the PROJECT PAGSULAT tutors.
   - Ensuring that trainers are adequately prepared to deliver the program.

d. **Implementation Team:**

1. **Tutors (Trained Individuals):**
   - Providing one-on-one tutoring to the beneficiaries.
   - Implementing the components of PROJECT PAGSULAT.
   - Monitoring and reporting on the progress of learners.

2. **BEED (Bachelor of Elementary Education) Students:**
   - Assisting in the distribution of school supplies to the beneficiaries.
   - Collaborating with the project leader and staff to ensure the efficient distribution of supplies.

Prepared and submitted by:

MARY LOVELY SUZZETH P. MENDEZ
Project Head/BEED Program Head

Reviewed and Endorsed by:

JR A. MANTOG
RD&E Coordinator / Center Director

Recommending Approval:

DR. MARY FIL M. BAUYOT
Director for Extension

DR. MISAEL B. CLAPANO
Vice-President for RD&E

Approved:

DR. ROY G. PONCE
SUC President

Note: Font Style: *Calibri body*, Font Size: *11*, Spacing: *Single*, Paper Size: *A4*, Orientation: *Portrait*, Margins: *0.5'' (Right, Top, Bottom), 1'' (Left).*

☐ Attach document:
☐ PPMP (from Extension Office)
☐ Proposed Program/project Evaluation Rating
☐ Other necessary documents required by higher offices

PROPOSED PROGRAM/PROJECT LINE-ITEM BUDGET

Program Title:			
Project Title:	**PROJECT PAGSULAT**		
Implementing Program/Center:	**BEED Program, Cateel Extension Campus**		
Project Duration:	**January, 2024 – May, 2026**		
Program/Project Leader:	**Mary Lovely Suzzeth P. Mendez**		
Monitoring Unit:			
	DOrSU	**Collaborating Agency**	**Total**
I. Personal Services (Honorarium)	**₱ 22,500.00**		**₱ 22,500.00**
II. MOOE			
• **Travelling Expenses**	**₱ 12,000.00**		**₱ 12,000.00**
• **Supplies and Materials**	**₱ 18,000.00**	**₱ 30,000.00**	**₱ 48, 000.00**
• **Training Expenses (food)**	**₱ 88,500.00**	**₱ 20,000.00**	**₱108, 500.00**
• **Rent Expenses**			
• **Communication Expenses**	**₱ 3,000.00**		**₱ 3, 000.00**
• **Representation Expenses (program/project review)**	**₱ 6,000.00**		**₱ 6, 000.00**

Sustainable Development Goals	**Ambisyon Natin 2040 National R&D Agenda**	**Regional Development Plan (2017-2022)**	**DOrSU RD&E Agenda**
GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 6: Clean Water and Sanitation GOAL 7: Affordable and Clean Energy GOAL 8: Decent Work and Economic Growth GOAL 9: Industry, Innovation and Infrastructure GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action GOAL 14: Life Below Water GOAL 15: Life on Land GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal	1. Water Security 2. Food and Nutrition Security 3. Clean Energy 4. Health Sufficiency 5. Sustainable Communities 6. Inclusive nation-Building	1. Enhancing the Social Fabric 2. Inequality-Reducing Transformation 3. Increasing Growth Potential	1. Food Security and Safety 2. Education and Policy Development 3. Social Development 4. Information and Communication Technologies (ICT) 5. Business, Entrepreneurship and Hospitality Services 6. Maintenance of Environmental Integrity 7. Engineering and other Industrial Technologies

Operational Definition of Terms:*

1. **Title**- the identification of the Program and the component projects.
   Program- refers to a group of interrelated or complementing projects that require an interdisciplinary or multidisciplinary approach to meet established goal(s) within a specific time frame.
   Project- refers to the basic unit in the investigation of specific problem/s with predetermined objective/s to be accomplished within a specific time frame.
2. **Project Leader**- refers to a project's principal implementer.
3. **Cooperating Agency/ies**- refers to the agency that support/s the project by participating in its implementation as collaborator or through other similar means.
4. **Implementing Center/Program** - the primary academic program/center involved in the execution of a program/project.
   Site/s of Implementation- location/s where the project will be conducted. Indicate the sitio ,barangay, municipality, district of province.
5. **Project Duration**- refers to the grant period or timeframe that covers the approved start and completion dates of the project, and the number of months the project will be implemented.
6. **Project Cost**- refers to the amount or budget requested and approved by the University President.
   Sustainable Development Goal (SDG) Addressed- indicates which among the 17 SDGs adopted by the United Nations Members States are addressed by the project
7. **Introduction**- a formally written declaration of the project and its idea and context to explain the goals and objectives to be reached and other relevant information that explains the need for the project and aims to describe the amount of work planned for implementation; refers to a simple explanation or depiction of the project that can be used as communication material.
   Rationale- brief analysis of the problems identified related to the project
   Significance- refers to the alignment to national regional, local and University priorities, strategic relevance to national development and sensitivity to Philippine political context, culture, tradition and gender and development.
   Objectives- statements of the general and specific purposes to address the problem areas of the project.
   Methodology- discusses the strategies for implementation.
   Expected Outputs- deliverables of the project based on the People Service, Place and Partnership, and Product).
   Product- invention with a potential for commercialization.
   People Service- people or groups of people, who receive technical knowledge and training.
   Place and Partnership- linkage forged because of the study.
   Technology provided/adopted- refers to technology provided and adopted by the beneficiaries.
   Potential Outcomes- refer to the result that the proponent hopes to deliver three (3) years after the successful completion of the project.
   Potential Impacts
   Social Impact- refers to the effect or influence of the project to the reinforcement of social ties and building of local communities.
   Economic Impact- refers to the effect or influence of the project to the commercialization of its products and services, improvement of the competitiveness of the private sector, and local, regional, and national economic development.
8. **Target Beneficiaries**- refers to groups/persons who will be positively affected by the conduct of the project.
   Sustainability plan- refers to the continuity of the project or how it shall be operated amidst financial, social, and environmental risks.
9. **Workplan**- refers to the plan of completing the project within a given time and in compliance to the set budget.

adopted from DOST

Republic of the Philippines

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SPECIAL ORDER

DAVAO ORIENTAL STATE UNIVERSITY
OFFICE OF THE PRESIDENT

DAVAO ORIENTAL STATE UNIVERSITY
OP RELEASED
Date 04 JUL 2024
By ROGELYN P.
4:08PM
CITY OF MATI

Special Order No. 34, s. 2024

To: **MS. MARY LOVELY SUZZETH P. MENDEZ** - Project Leader
MS. LENETH PEARL S. PINGOT - Project Staff

Subject: **DESIGNATION AS PROJECT LEADER AND PROJECT STAFF OF THE EXTENSION PROJECT TITLED "PROJECT PAGSULAT"**

Date: **JANUARY 2, 2024**

In the interest and exigency of service, you are hereby designated as Project Leader and Project Staff of the extension project titled "Project Pagsulat," which includes the following project components:

1. Training of Trainers/Tutors;
2. Distribution of School Supplies;
3. Diagnostic Assessment of Alphabetic Handwriting Skills;
4. Tutorial Session; and
5. Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation.

As such, you are expected to perform the following duties and responsibilities, to wit:

As **Project Leader**, you shall:

1. Spearhead and supervise the entire implementation of the project;
2. Develop and implement research strategies /action plans for the project;
3. Develops research guidelines (Procedures, capacity development, budget);
4. Ensure the timely implementation of the project based on the approved Work plan;
5. Initiate planning and meetings to coordinate activities of the project;
6. Integrate results of the different components of the project;
7. Supervise all project staff and manage the hiring of needed additional work force (field assistants, divers, consultants, etc.) of the project;
8. Facilitate collaboration with partner institutions of this project;
9. Ensure that the timely delivery of the expected output of the extension project;
10. Submit the required reports for the project;
11. Represent the project team in coordination meetings, staff meetings, conference, trainings and meetings with stakeholders; and
12. Perform other functions deemed necessary to the project.

As **Project Staff**, you shall:

a. Assist the Project Leader with the implementation and execution of the approved plan for the project in the different sites;
b. Assist the Project Leader in analyzing the collected data;
c. Assist in the conduct of trainings and symposia;
d. Assist in the preparation of progress and final reports of the project;
e. Assist the Project Leader to ensure prompt submission of expected outputs per the approved work plan of the project;
f. Prepare necessary documents such as purchase request, travel orders, among others;
g. Attend meetings that may be called for a purpose by the Project Leader; and
h. Do other tasks that may be assigned by the Project Leader for the development of the extension project.

This Order shall take effect immediately and shall remain enforced until the conclusion of the extension project or unless earlier revoked by the undersigned or higher authorities.

ROY G. PONCE, Ed.D.
SUC President III

Republic of the Philippines

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MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT

KNOW ALL PERSONS BY THIS PRESENTS:

This Memorandum of Agreement is made and entered into between the DAVAO ORIENTAL STATE COLLEGE OF SCIENCE AND TECHNOLOGY-CATEEL EXTENSION CAMPUS, a state-run higher educational institution with postal address at Mahan-ob, Mainit, Cateel, Davao Oriental represented by its President, EDITO B. SUMILE , Ph.D. hereinafter referred to as "FIRST PARTY";

-and-

The ABIHOD ELEMENTARY SCHOOL, with postal address at Abihod, Cateel, Davao Oriental, represented by its Head Teacher, MR. CRIS R. RAMIREZ hereinafter referred to as "SECOND PARTY";

-and-

The Public Schools District Supervisor, with postal address at Department of Education Cateel District 1, Cateel, Davao Oriental, represented by MRS. HELENITA B. POSTRERO, herein referred to as "THIRD PA RTY";

WITNESSETH

WHEREAS, the "FIRST PARTY" is committed to assist the school and community in its pursuit of development through provision of technical knowledge and skills by virtue of its mandate, being a higher educational institution;

WHEREAS, the "SECOND PARTY" and "THIRD PARTY" also recognizes that there is a need to develop and enhance learning and skills of the pupils.

NOW, THEREFORE, in harmony with the above premises, the DOSCST-CEC and ABIHOD ELEMENTARY SCHOOL, have agreed with the following terms and conditions:

OBLIGATION OF PARTIES

DOSCST shall:

1. Provide supplies, materials and technical assistance through the conduct of seminars, trainings or activities in relations to culture, arts, and education development among pupils of Abihod Elementary School in a continuing

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manner as provided in the activity/project proposals that will be proposed later;

2. Provide other interventions that will be requested and/or identified by the second party; and

3. Closely coordinate with the second party on the design, conduct, monitoring, and evaluation of such projects/activities.

ABIHOD ELEMENTARY SCHOOLS shall:

1. Ensure the attendance and participation of its target constituents;

4. Closely coordinate with the first party on the design, conduct, monitoring, and evaluation of such projects/activities

5. Acknowledge and recognize the contributions of DOSCST in the development of culture, arts, education and other related extension activities in the school and community.

PUBLIC SCHOOLS DISTRICT SUPERVISOR

1. Assist the First Party and the Second Party in the coordination with the concern sectors in the conduct of programs/plans/initiatives;

2. Support and allow the second party in integrating the activities, education, and learning experiences of the pupils; and

3. Provide other forms of assistance whenever necessary.

MODIFICATION CLAUSE

1. Any provision in this Memorandum may be modified, altered or supplemented subject to the mutual agreement of the parties involved.

EFFECTIVITY AND TERMINATION

This agreement shall take effect immediately on the date of signing by parties concerned and shall continue to be enforced and in effect, and shall be terminated upon mutual agreement of parties involved if any provision of this MOA is violated.

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In WITNESS, WHEREOF, we hereby set our signatures this ____ day of _____ 2018 at _____, Davao Oriental, Mindanao, Philippines.

MAINIT ELEMENTARY SCHOOL

MR. CRIS R. RAMIREZ
Head Teacher

HELENITA B. POSTRERO
District Supervisor, Cateel District 1

DOSCST

EDITO B. SUMILE, Ph.D.
SUC President III

WITNESSES

JR A. MANTOG
R&E Coordinator, CEC

EDGAR P. FRANCISQUETE, Ed.D.
Campus Coordinator

WILANFRANCO C. TAYONE, Ph.D.
Director, Extension Office

ROY G. PONCE, Ed.D.
Vice President, RD&E

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ACKNOWLEDGEMNT

REPUBLIC OF THE PHILIPPINES }
}S.S
x----------x

BEFORE ME, a Notary Public for and in _____, on this _____ day of AUG 22 2018, 2018, personally came and appeared the following:

Name	ID No.	Date Issued	Place of Issue

Known to me to be the same persons who executed the foregoing instrument and who declared and acknowledged that the same is their free and voluntary act and deed composing four (4) pages.

WITNESS my hand and seal on the same day, date and place aforementioned.

Doc. No. 441
Page No. 89
Book No. 98
Series of 2018

ATTY [illegible] DAY
U[illegible]MBER 31, 2018
P[illegible]294 ; 01-03-2018
IB[illegible]0024 - 01-03-2018
CITY OF MATI, DAVAO ORIENTAL
ROLL NO. 53371
TIN NO. 937-437-116

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PASS SLIP

02-11-2025

PASS SLIP

(Within Cateel)

Name of Employee: Mendez, MLS ; Langoban, M; Pinsot, LP

Time Out: 9:30 AM

Estimated Time to be Back: 12:00 NN

Destination: Abihod Elem. School

Purpose/s: To distribute school supplies as part of Project Pagsulat

Requested by:

Signature

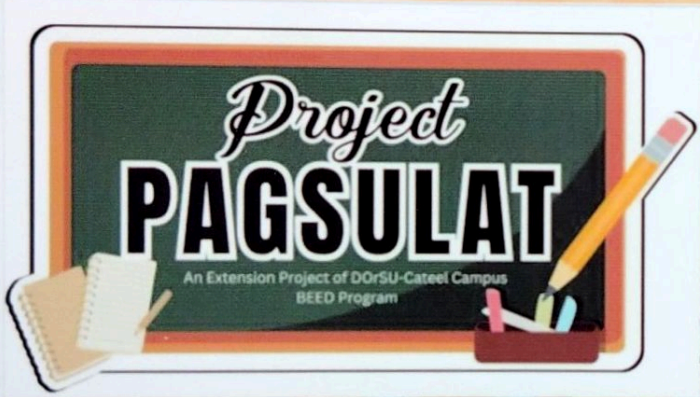
Approved By:

Immediate Head

1 copy to security guard on duty
1 copy to be attached to DTR/FSR

2025

PROGRESS REPORT



PROJECT PAGSULAT

An Extension Project of DOrSU-Cateel Campus

Date : April - June, 2025

Venue : Abihod Elementary School

Proponent : DORSU-CEC BEED Program

No. of Clients : 111

Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

PROGRESS REPORT FOR THE 2nd QUARTER



Project/Activity Title	**PROJECT PAGSULAT**
Date Prepared	**July 7, 2025**
Date Conducted	**Component 4 –** Tutorial Session (continuation) **Component 5 –** Evaluation of Learners' Handwriting Skills
Implementing Office	**BEED Program, Cateel Extension Campus**
Partner Institutes/Centers/Agencies/ Organizations	**DepEd (Abihod Elementary School)**
Actual Participants/Clientele	

SECTOR/GROUPS e.g.faculty,staff,farmers,teachers,youth,senior citizens,LGU,Brgy Officials etc.)	ACTUAL # OF PARTICIPANTS				
	Male	Female	LGBTQ	Prefer not to say	Total
Kindergarten Pupils	10	16			**26**
Grade 1 Pupils	17	18			**35**
Grade 2 Pupils	25	25			**50**

Details of Activity (Highlights of Activities)

Component 4: Tutorial Session (continuation)

The tutorial sessions continued until the last week of March, 2025. The tutorial session, as part of the ongoing extension project at Abihod Elementary School, continues to provide essential academic support to Kindergarten, Grade One, and Grade Two pupils, focusing on enhancing their literacy development following the diagnostic assessment of alphabetic handwriting skills. Conducted twice a week, the sessions ensure personalized attention, with 3rd-year BEED students assigned to Kindergarten pupils on a one-on-one basis, while some 3rd-year and 2nd-year students tutor Grade One pupils in either a 1:1 or 1:2 ratio. Meanwhile, 1st-year students support Grade Two pupils at a 1:2 ratio, fostering interactive learning and catering to individual needs. This structured and interactive approach has been instrumental in helping pupils, particularly those who initially

struggled with letter recognition and handwriting, gradually master the alphabet. The dedication of the tutors and the well-organized intervention strategies have significantly contributed to the improvement of the pupils' handwriting skills, reinforcing the impact of the extension project in supporting early literacy development.

Component 5: Evaluation of Learners' Handwriting Skills

As part of the extension project, the evaluation of learners' handwriting skills was conducted to assess the progress of Kindergarten, Grade One, and Grade Two pupils. This component aimed to measure the effectiveness of the tutorial sessions in enhancing alphabetic handwriting proficiency among the identified beneficiaries.

During the first and second week of April, 2025, tutors administered a post-test using the Alphabet Checklist, the same tool utilized during the initial diagnostic assessment. This allowed for a comparative analysis of the pupils' handwriting performance before and after the intervention. The assessment focused on letter recognition, proper letter formation, spacing, and handwriting consistency. Tutors carefully observed and documented each learner's ability to write letters accurately, noting improvements and persistent challenges.

The post-test results revealed a noticeable improvement in the handwriting skills of the pupils, reflecting the positive impact of the tutorial sessions. While not all learners achieved 100% mastery, many showed significant progress in letter recognition, proper letter formation, and handwriting consistency. Compared to their initial performance, pupils demonstrated better control in writing, improved spacing, and increased confidence in forming letters. Although not yet perfect, the visible development in their handwriting skills proves the effectiveness of the intervention and the dedicated support provided by the tutors.

Further, on April 8, 2025, an Academic Year 2024-2025 Culminating Activity was conducted. The first academic year of Project PAGSULAT's implementation came to a close and was celebrated at 9:00 AM on April 8, 2025, at Abejod Elementary School through an event entitled "Project PAGSULAT: 2024–2025 Culminating Activity." The event began with a heartfelt opening prayer by Mary Jane V. Lintogonan, followed by the singing of the National Anthem by Amelene D. Pajo. Nolaine Blessil O. Juanillo delivered the welcome remarks, setting the tone for an event filled with gratitude and reflection.

The celebration continued with lively intermission numbers from BEEd 1 and 2 students, adding energy and fun to the event. A particularly memorable moment was when the pupils were invited to join in a dance, their laughter and excitement filling the air. It was a joyful reminder of the confidence they had gained over the course of the project—not just in their writing, but in themselves.

Professor Richard Maravillas, the Campus Administrator and a proud son of Abejod, delivered a message expressing his gratitude for the initiative. He emphasized the significance of having such programs reach communities like theirs—where educational opportunities are limited and where young minds often struggle to find their voice. His words resonated deeply with everyone present, reinforcing the importance of empowering the youth through education.

School Principal I, Rosedith S. Familar, also shared a heartfelt message of appreciation. She expressed her deep gratitude for the tutors, recognizing the selfless dedication they had shown in helping the pupils develop not only their writing skills but also their character. At one point, she posed a profound question to the crowd:

"How can we ever repay all the tutors and facilitators of the project?"

	The room grew quiet, as if waiting for an answer. Then, someone softly responded, "There is no greater repayment than to see these children progress. That is more than enough." The truth of those words hung in the air, capturing the essence of the project. There was no need for any material reward—witnessing the growth and transformation of the pupils was the greatest gift. As the event drew to a close, snacks were distributed, and the pupils, tutors, and faculty exchanged smiles of accomplishment. After the program, lunch was shared with the teachers of Abejod Elementary School, fostering camaraderie and celebrating the collective efforts that made the project a success. What had started as a simple academic project had blossomed into something far greater. It had fostered a sense of community, nurtured relationships, and empowered young learners to express themselves with confidence. The lessons of Project PAGSULAT would continue to resonate long after the final session had ended. In the end, Project PAGSULAT was not just about teaching writing—it was about planting seeds of hope, resilience, and self-expression. It was a reminder that education, when approached with love and intention, can transform lives in ways that go far beyond the classroom. This was more than a project; it was a ministry of love, service, and hope—a narrative written not just with ink, but with compassion and care.
Objectives	• To train the tutors on the use of Project PAGSULAT. • To distribute school supplies to Kinder, Grade One, and Grade Two Pupils. • To improve the handwriting skills of Kinder, Grade one, and Grade Two Pupils of Abihod Elementary School.

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Percentage of Project Completion

Title	Percentage (%) of Project Completion
Component 4: Tutorial Session	100%
Component 5: Evaluation of Learners' Handwriting Skills & Project PAGSULAT Implementation	100%
Overall Completion	**100%**

Statement of financial status (php) as of reporting period:

Allocation/ Approved Budget	Budget for 2024	Total Expended	Remaining Balance
150,000	30,000	30,000	120,000
	Budget for 2025	**Total Expended**	**Remaining Balance**
	60,000	**30,000**	**90,000**

Problems/Issues & Action Plan:

Problem/Issues	Action Plan
1. Absenteeism, Dropout, and School Transfers	Conduct a follow-up assessment for pupils who were absent during the post-test to ensure their progress is recorded. Coordinate with the teachers to identify learners who have stopped studying and explore possible interventions or support.

Outputs









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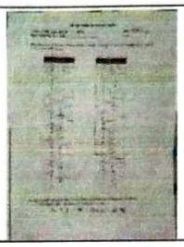



Prepared by:

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Vice President, RI&E

Approved:

ROY G. PONCE, Ed.D.
SUC President III

2025

PROGRESS REPORT



PROJECT PAGSULAT

An Extension Project of DOrSU-Cateel Campus

Date : January - March, 2025

Venue : Abihod Elementary School

Proponent : DORSU-CEC BEED Program

No. of Clients : 111

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PROGRESS REPORT FOR THE 1st QUARTER



Project/Activity Title	**PROJECT PAGSULAT**
Date Prepared	**July 7, 2025**
Date Conducted	**Component 1** – Training of New Tutors through One-Week Tutorial Sessions **Component 2** – Distribution of School Supplies **Component 3** – Diagnostic Assessment of Alphabetic Handwriting Skills **Component 4** – Tutorial Session
Implementing Office	**BEED Program, Cateel Extension Campus**
Partner Institutes/Centers/Agencies/ Organizations	**DepEd (Abihod Elementary School)**
Actual Participants/Clientele	

SECTOR/GROUPS e.g.faculty,staff,farmers,teachers,youth,senior citizens,LGU,Brgy Officials etc.)	ACTUAL # OF PARTICIPANTS				
	Male	Female	LGBTQ	Prefer not to say	Total
Kindergarten Pupils	10	16			**26**
Grade 1 Pupils	17	18			**35**
Grade 2 Pupils	25	25			**50**

Details of Activity (Highlights of Activities)

Component 1: Training of New Tutors through One-Week Tutorial Sessions

From_____, a one-week tutorial-based training was conducted wherein 4th-year BEED students served as mentors, tutoring 1st-year BEED students to prepare them as new tutors. The training content focused on alphabet mastery, visual perception, and writing techniques, and followed the same structure as the original "Training of Trainers" workshop—delivered gradually and interactively through direct, hands-on sessions.

Foundational Skills Development

During the early sessions, 4th-year mentors introduced Project Pagsulat, an approach emphasizing mastery of all alphabet letters. Through guided activities, first-year trainees strengthened

their skills in recognizing and writing letters accurately. Trainees were taught correct hand positioning and writing strokes through modeling and repetitive exercises such as air-writing to enhance motor memory and reinforce letter forms.

Writing and Visual Perception

As the week progressed, trainees began guided tracing activities in Umpisahan ang pagsusulat, allowing them to practice proper letter formation with support. This evolved into writing without guides under the Linangin ang Visual Perception Skills module, sharpening their visual and muscle coordination. Self-checking practices were introduced, where trainees compared their outputs to guide samples and corrected their own work to build accuracy and attention to detail.

Integration and Evaluation

In the latter part of the week, trainees applied everything they had learned in the Application of All Steps sessions. With minimal assistance, they demonstrated independent writing and instructional readiness. Evaluation was integrated into daily sessions, with mentors providing real-time feedback and encouraging self-reflection through the Tandaan ang mga dapat baguhin method, where common errors were analyzed and corrected.

Peer Teaching and Readiness Practice

By the end of the week, first-year students conducted short, practice tutorial sessions under the supervision of their mentors. These mock sessions allowed them to demonstrate teaching techniques, apply corrections, and improve confidence. Feedback was given consistently, ensuring that the new tutors were well-prepared for actual instructional work.

This week-long, mentor-led tutorial format effectively equipped first-year BEED students with the essential skills and instructional techniques needed for teaching early writing. The active

engagement and close guidance from 4th-year mentors ensured a smooth learning process and promoted a strong foundation for future tutorial roles.

Component 2: Distribution of School Supplies

The distribution of school supplies was carried out by the project team in collaboration with BEED students. The activity aimed to provide Kinder, Grade One, and Grade Two pupils with essential educational materials to support their academic journey and help ease the financial burden on their families.

The distribution was conducted with the presence of Mr. Richard Maravillas and Ms. Marisa Langoban who actively participated and supported the initiative alongside the first-year BEED students.

Prior to the event, coordination with the school was done to determine the specific needs of the pupils. Supplies including notebooks, pencils, crayons, erasers, sharpeners, and coloring books were carefully prepared.

The distribution was carried out in an orderly manner, with designated areas for each grade level. Trainers/tutors were hands-on in distributing the items, warmly engaging with the children and offering words of encouragement. The young learners, accompanied by some parents, received their new supplies with visible excitement and joy.

A total of 26 Kindergarten, 35 Grade One, and 50 Grade Two pupils benefitted from the initiative. Each received a full set of materials tailored to their learning level. The successful implementation of this activity not only addressed the learners' immediate school needs but also strengthened the sense of community and cooperation between the school, the project team, and the BEED students.

Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills

As part of the extension project aimed at improving early literacy skills, a diagnostic assessment of alphabetic handwriting was conducted at Abihod Elementary School. The goal of this component was to evaluate the current handwriting abilities of Kinder, Grade One, and Grade Two pupils, identifying those who may need targeted support. The assessment utilized the Alphabet Checklist, a tool designed to measure the accuracy of letter formation, ensuring that the project could effectively address specific learning gaps.

Prior to the assessment day, trainers and tutors underwent a briefing session to familiarize themselves with the Alphabet Checklist and the procedures for administering the pre-test. Each pupil was provided with a comfortable space and the necessary materials to perform the handwriting task, ensuring a conducive environment for accurate assessment.

The assessment began with a brief introduction to the activity, where trainers/tutors explained the purpose of the exercise to the pupils in a simple and encouraging manner. Each child was then asked to write all 26 letters of the alphabet, both uppercase and lowercase, to evaluate their mastery of letter formation.

Trainers/tutors carefully observed and recorded each pupil's performance using the Alphabet Checklist, noting the accuracy and consistency of the handwriting. The checklist criteria included proper letter formation, spacing, and alignment, which provided a comprehensive view of each child's handwriting skills.

Even though the tutorial sessions began last semester and there has already been noticeable improvement in the pupils' writing skills, the recent assessment showed that continued support is still necessary. Based on the scoring criteria of the Alphabet Checklist, pupils who scored below 85% or were unable to

correctly form at least 22 out of 26 letters were identified as still needing further assistance. Upon reviewing the results, it was found that all enrolled Kindergarten, Grade One, and Grade Two pupils remain eligible beneficiaries. This indicates that while progress has been made, the foundational handwriting skills have not yet been fully mastered—highlighting the importance of sustained instruction and guidance.

Component 4: Tutorial Session

Following the diagnostic assessment of alphabetic handwriting skills, a series of tutorial sessions were launched at Abihod Elementary School to provide focused support to pupils identified as needing additional assistance. The tutorial sessions aim to improve the handwriting skills and overall literacy of Kinder, Grade One, and Grade Two pupils through personalized teaching interventions. The initiative is designed to address individual learning gaps, fostering a supportive learning environment where students can receive targeted instruction.

Assignment of Tutors

To ensure effective and personalized support, trainers/tutors were assigned based on their year level and expertise, with a specific focus on maintaining small group or individual learning sessions:

- Selected 3rd-year students were assigned to Kindergarten pupils, maintaining a 1:1 tutor-to-pupil ratio. This setup ensured that the youngest learners received individualized attention, allowing for personalized support in developing foundational handwriting skills.
- Other 3rd-year students, along with selected 2nd-year students, were assigned to Grade 1 pupils. Depending on the children's needs and learning pace, some tutors worked on a 1:1 basis, while others followed a 1:2 ratio.

<table>
<tr><td></td><td>This flexible arrangement accommodated the diverse levels of handwriting proficiency among the pupils.
• Additional 2nd-year students also assisted Grade 2 pupils, working at either a 1:1 or 1:2 ratio. Their support focused on improving letter formation and writing accuracy, guided by the results of the initial handwriting assessment.
• 1st-year students were likewise assigned to Grade 2 pupils, consistently following a 1:2 tutor-to-pupil ratio. This setup enabled each tutor to effectively assist two learners, targeting specific challenges identified during the diagnostic evaluation and reinforcing key writing skills.
The tutorial sessions commenced twice a week, with each session lasting approximately one hour. During these sessions, tutors employed various strategies and activities to engage the pupils and address their unique learning needs.</td></tr>
<tr><td>Objectives</td><td>• To train the tutors on the use of Project PAGSULAT.
• To distribute school supplies to Kinder, Grade One, and Grade Two Pupils.
• To improve the handwriting skills of Kinder, Grade one, and Grade Two Pupils of Abihod Elementary School.</td></tr>
<tr><td>Percentage of Project Completion</td><td>
<table>
<tr><th>Title</th><th>Percentage (%) of Project Completion</th></tr>
<tr><td>Component 1: Training of Trainers/Tutors</td><td>100%</td></tr>
<tr><td>Component 2: Distribution of School Supplies</td><td>100%</td></tr>
<tr><td>Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills</td><td>100%</td></tr>
<tr><td>Component 4: Tutorial Session</td><td>25%</td></tr>
<tr><td>Component 5: Evaluation of Learners' Handwriting Skills & Project PAGSULAT Implementation</td><td>0%</td></tr>
<tr><td>Overall Completion</td><td>65%</td></tr>
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Statement of financial status (php) as of reporting period:

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150,000	30,000	30,000	120,000
	Budget for 2025	**Total Expended**	**Remaining Balance**
	60,000	**30,000**	**90,000**

Problems/Issues & Action Plan:

Problem/Issues	Action Plan
1. Absenteeism of Tutees	Schedule make-up sessions for pupils who miss their regular tutorial time due to illness or other valid reasons.
2. Class Interruptions Due to School Activities	Modify the tutorial session schedule in advance to accommodate known school activities and minimize disruptions.

Outputs







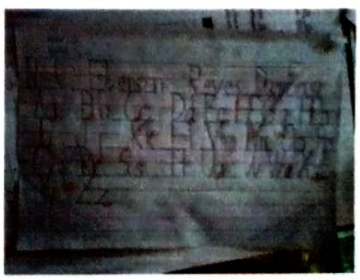

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PHOTO DOCUMENTATION

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Training of Tutors











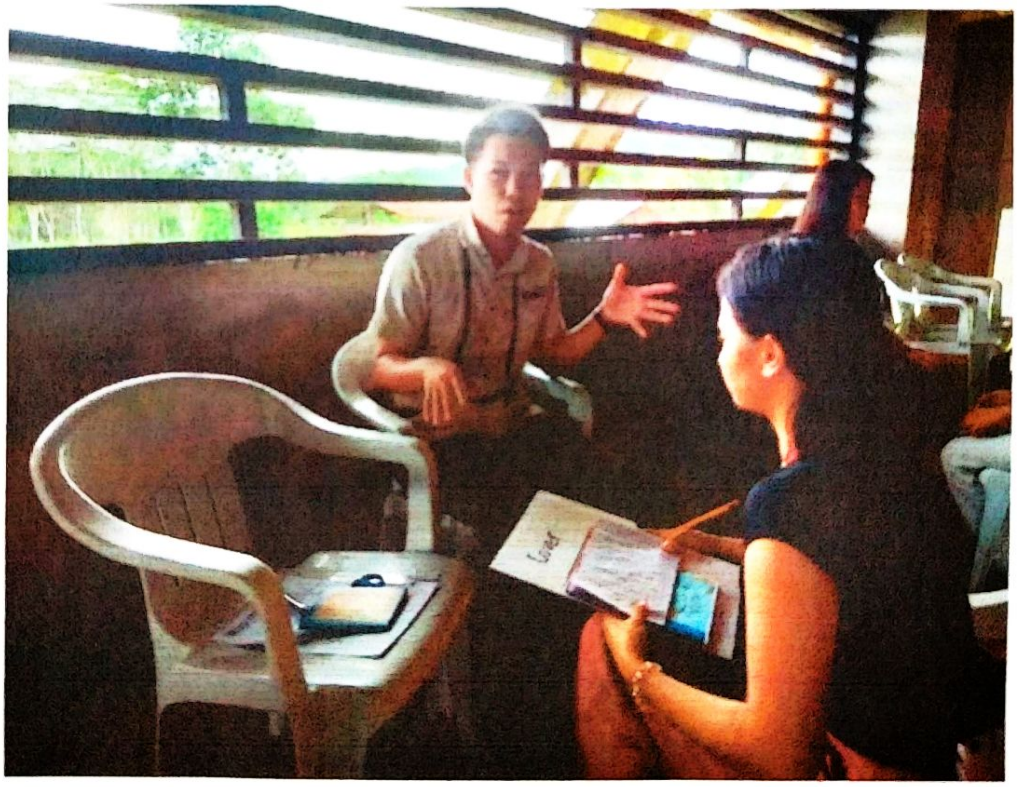

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Distribution of School Supplies





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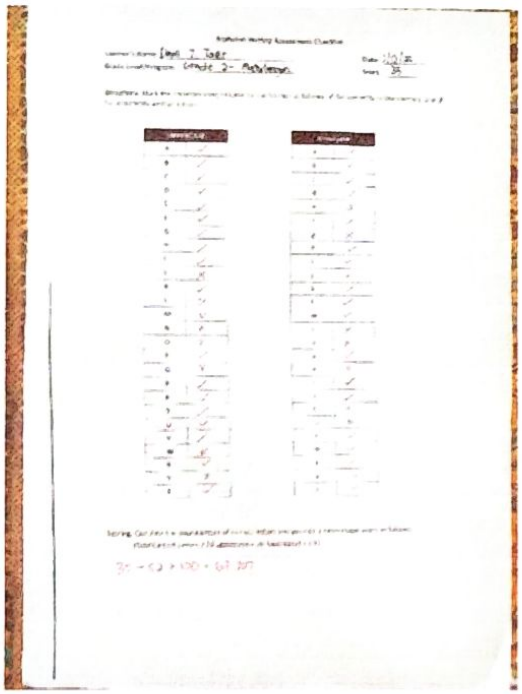
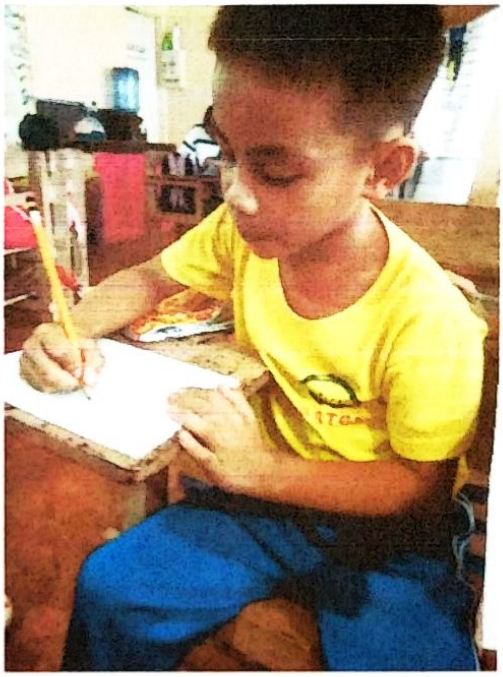
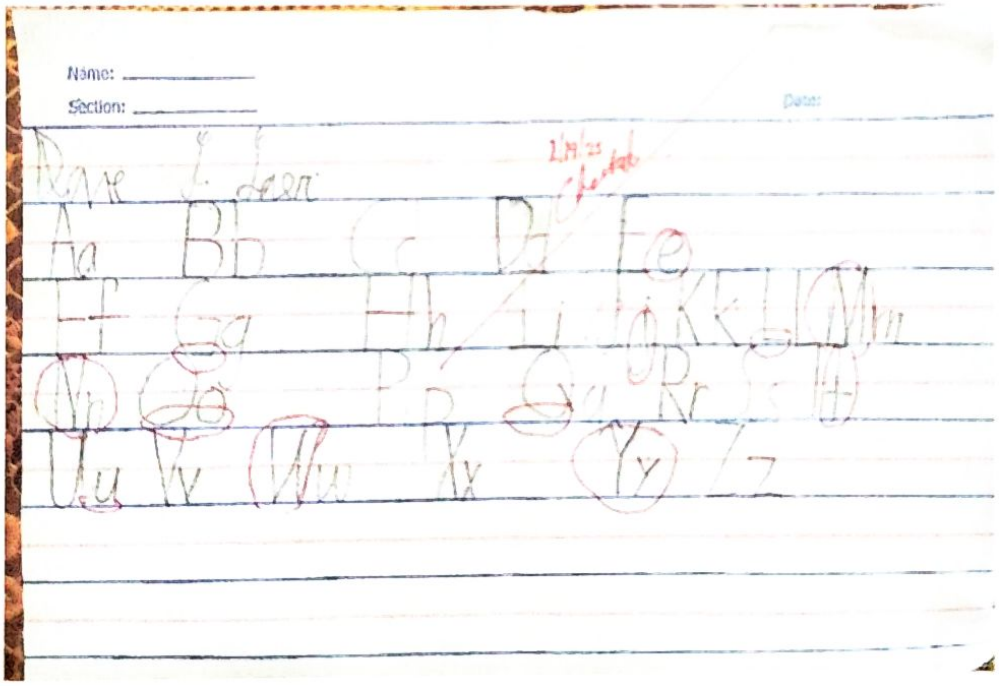
Diagnostic Assessment







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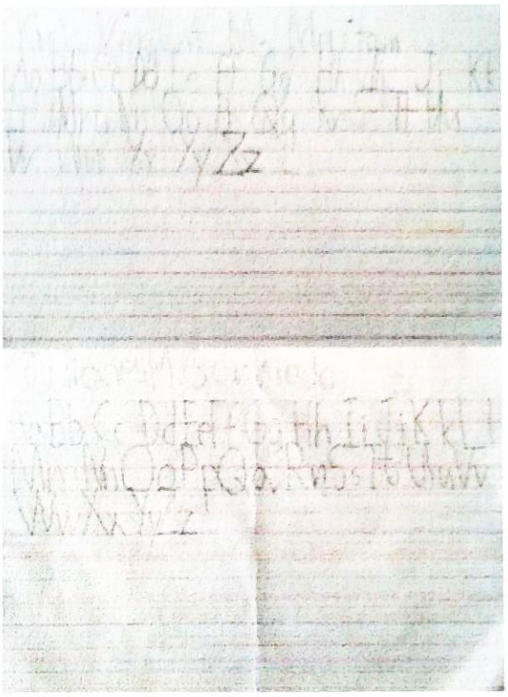
Tutorial Session







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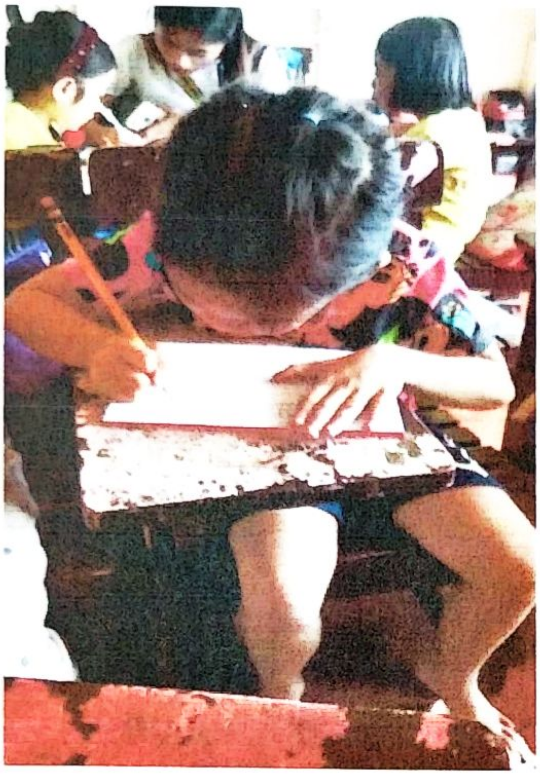







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ATTENDANCE SHEETS

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: First General meeting for Project Pagsulat in Second Semester 2024-2025 Participants (Sector): _____ No. _____

Date: February 7, 2025 Venue: Building A - Room 11A Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
1	Reyes, Hanbee Abigail V.		1			Student / BEED - 3	Purok Magupay 2, Pob. Cateel Da.	09263823961	
2	Daryn V. Sagmoran	–				Student / BEED 2	Poblacion, Cateel, Davao Or.	09127116959	
3	Edrilyn Ann L. Abarca		/			Student / BEED 2	Sta. Filomena, Cateel, Davao Or.	09752639681	
4	Faye Karen Abarca		–			Student / BEED 2	Baston Davao Oriental	09277325070	
5	Rachelle Asis		/			Student / BEED 2	Poblacion, Cateel	09604879984	
6	Roxane P. Magturan		/			Student / BEED 2	Dragon, Cateel Dav. Or.	09057209342	
7	Jasline Mae P. Belfin		–			Student / BEED 2	San Roque, Lingig, S.D.S	09627768979	
8	Jick Marchel F. Faroy	–				Student / BEED 3	Maasit, Cateel, Dav. Or	09279750828	
9	Jamal, mayfane M.		–			Student / BEED 3	Macalingad, San Alfonso, Cateel Dav. Or.	09207571200	
10	Castillanes, Jica Pearl S.		/			Student / BEED 3	Poblacion, Baston, Dav. Or.	09267983843	
11	Cadeyday, Dorothy D.		/			Student / BEED 2	Alegria, Cateel, Davao. Or.	09708898093	
12	Abarca, Arlie A.		/			Student / BEED 2	Alegria, Cateel, Dav. Or.	09512469099	
13	Paje, Amelene D.		/			Student / BEED 3	Poblacion, Cateel, Dav. Or	09063383934	
14	Aclao Santos, Abigail L.		–			Student / BEED 3	Relocation Maint, Cateel, Dav. Or.	09958908431	
15	Rendon, Shaharah C.		–			Student / BEED 3	San Alfonso, Cateel, Davao Or.	09094171695	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
16	Estrada, Kitti		/			Student / BEED 3	Poblacion, Boston Davao Oriental	09163884575	
17	Ombay, Regie M	/				Student / BEED 3	San Antonio, Cateel, Davao Orient	09126762334	
18	Integoman, Mary Jane V.		/			student / BEED 3	Cabasagan, Boston, Davao Oriental	09276472703	
19	Rancio, Kenzia Mae B.		/			Student / BEED 3	San Antonio, Cateel, Davao or.	09657568297	
20	Ferrer, Ivy T.		/			student / BEED 3	San Antonio, Cateel, Davao Oriental	09274295096	
21	Tamayora, Kenneth D.		-			Student / BEED 3	Poblacion, Cateel Davao Oriental	09754866183	
22	Embozcado. marjorie a.		/			Student / BEED 3	San. miguel. Cateel Davao Oriental	09702848293	
23	Lawrentes, Horace marie L.		/			Student / BEED 3	Pob., Cateel, Davao or.	09664818900	
24	Saliling, Jelady P.		/			Student / BEED 3	Relocation site, mainit Cateel Dav. Or.	09534078475	
25	Abraham, Kaye Ellyn A.		/			Student / BEED 3	San Alfonso, Cateel, Davao Oriental	09126390998	
26	Cam. Michelle Lyn A		/			Student / BEED 3	Poblacion, Cateel, Davao Oriental	09155452572	
27	Guanillo, Nolaine Blessil O.		/			Student / BEED 3	San Rafael, Cateel, Davao Orient	09106823013	
28	Xena Mae M. Abraham		/			Student / BEED 1	Poblacion, Cateel Davao Oriental	09067356964	
29	Shiela C. Rodilla		/			Student / BEED 1	Relocation mainit cateel	09531368204	
30	Jhan Marco M. Jayuma	/				Student / BEED 1	Kinablangan, Baganga, Dav. Or.	09520765879	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
31	Joyzielyn Chalie L. Aquinlod	/				Student / BEED 1	Cabasagan, Boston, Dav. Or.	09816088386	
32	Nevie O. Sanson		✓			Student / BEED 1	Alegria, Cateel, Dav. O.	09774416023	
33	Cris Jean a. Madanlo		✓			Student / BEED 1	Maglahus, Cateel, Dav. Or.	09525743309	
34	Ruylan L. Luarilla	/				Student / BEED 1	Cateel, Davao Oriental	09911537548	
35	Kate Mae V. Manamao		✓			Student / BEED 1	Boston, Davao Oriental	09678538644	
36	Rossy Jane T. Nenay		✓			Student / BEED 1	Boston, Davao Oriental	09679080747	
37	Jungie S. Ambelic		✓			Student / BEED 1	Cogon, San Rafael, Cateel Dav.	09485951405	
38	Jeenar S. Calaparde	/				Student / BEED 1	Cogon, San Rafael, Cateel, Dav.	09938806238	
39	Jaimel Jonaba	/				Student / BEED 1	Boston, Davao Oriental	09514164920	
40	Jemarie C. Cavanguyao		/			Student / BEED 1	Mainit, Cateel, Davao Oriental	09755176762	
41	Diana Nicole B. Sapin		/			Student / BEED 1	Sta. Filomena, Cateel, Davao Oriental	09757291963	
42	Charlie Baintin dela Cruz	-				Student / BEED 1	Mahu. Anagan, Cateel Dav. Ori.	09525705386	
43	Jhea M. Castro		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09355560679	
44	Cherry M. Atienzo		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09683482878	
45	Laurijan V. Dayaganon	/				Student / BEED 1	Abijod Cateel, Dav. Or.	09657831810	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
46	Alleo Marei A. Balonte		/			Student / BEED 1	Sta. Filomena, Cateel, Davao	09101533935	
47	Gerald M. Abanes	/				Student / BEED 1	Alegria, Cateel, Dav. Or.	09262262439	
48	Villarubia, Rebecca P.		/			Student / BEED 3	Poblacion, Cateel, Davao Oriental	09268584825	
49	Manling, Mary Apple D.		/			Student / BEED 3	Poblacion, Cateel, Davao Or.	09662584217	
50	Limbing, Ronie Jay D.	/				Student / BEED 3	Mahan-ob, Cateel, Dav. Or	09165917636	
51	Vanna R. Veloso		/			Student / BEED 1	Poblacion, Cateel, Dav. Or.	09679063482	
52	Trisha Marie M. Babala		/			Student / BEED 1	Lambajon Baganga Dav. Or	09552456167	
53	Angel Grace A. Omelee		/			Student / BEED 2	Lower abajod, cateel, dav. or.	09959026099	
54									
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59									
60									

DAVAO ORIENTAL STATE UNIVERSITY
"A university of excellence, innovation, and inclusion"

ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: Distribution of School Supplies & Deployment of Tutors for 2nd Semester of 2024-2025 Participants (Sector): _____ No. _____

Date: February 11, 2025 Venue: Abihod Elementary School Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
1	Kerwin I. Ambalisik					Student			
2									
3	Jayya Mae Martinez					Student			
4									
5	Rhea S. Omel					Student			
6			✓						
7	Fea M. Sabayo		✓			Student			
8	Sopia I. Bagiohanon		✓			Student			
9	Freya Angela P. Modina		✓			Student			
10	Errol Josh M. Colita	✓				Student			
11	Kiel Vincent M. Maitom	✓				Student			
12	Orlie O. Inplac	✓				Student			
13	Angei M. Sabayog		✓			Student			
14	Zhiah Earl L. Aguilon	✓				Student			
15	Alexandra I. Mangin		✓			Student			

DAVAO ORIENTAL STATE UNIVERSITY
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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
16	Prince Jino L. Colonia	/				Student			
17	Christopher L. Mula	/				Student			
18	Aldin A. Sillada	/				Student			
19	Richard Latiban	/				Student			
20	Angga L. Calaque		/			Student			
21	Aliya S. Latiban		/			Student			
22	~~Sam Y. Lakandula~~								
23	Sam y. Lakandula	/				Student			
24	Yenrich P. Balmori		/			Student			
25	Ashly E. Samosa		/			Student			
26	Kahlaine T. Sayod		/			Student			
27	Jamares Jr A. Dondo		/			Student			
28	Gerrol Aliimbon	/				Student			
29	Renz Jerwin I. Tambalisik	/				Student			
30	Sunshine Q. Salian		/			Student			

DAVAO ORIENTAL STATE UNIVERSITY
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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
31	Andrelo S. Hoan	-				Student			
32	Josh Vee F. Mahutoc	-				Student			
33	Ella A. Gracia		-			Student			
34	Inic Jay B. Marcelo	-	-			Student			
35	Ana Rose K. Kamanan		-			Student			
36	Dwight T. Capilayan	-				Student			
37	Anthony M. Manlo	-				Student			
38	Jean Jay D. Dulcano	-				Student			
39	Isnan Champ A. Sandrayan	-				Student			
40	Ronnel M. Tabugsa	-				Student			
41	Bea B. Gaberan		-			Student			
42	Julianes M. Garriedo	-				Student			
43	Christian A. Sillada	-				Student			
44	Prince Jarriel P. Bitangcor					Student			
45	Emilyn L. Dacuycuy		-			Substitute Teacher	Abihod Calcel Dva. Or.	09461337947 2	

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
46	Jealyn F. Podang		/			Student			
47	Zea Marie Godo		/			Student			
48	Charlyn Faith M. Pinggin		/			Student			
49	Catriona-w R. Abrio		/			Student			
50	Mari R. Palla		/			Student			
51	Kelly T. Ligarnay		/			Student			
52	Josh I. Cotanoso	/				Student			
53	Fiolo P. Cervantes	/				Student			
54	Zayin F. Duan	/				Student			
55	Allyra Mae G. Sarol		/			Student			
56	Doreen G. Capileyan		/			Student			
57	Althea I. Rasay		/			Student			
58	Lester S Aking	/				Student			
59	Leotay C Odules	/				Student			
60	Lorene P. Cervantes		/			Student			

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
61	Angelic B Andrade		✓			Student			
62	Dyrel James G Capibyan	✓				Student			
63	Mary Grace T. Cabadonga.		✓			Student			
64	Chelsey Julia U. Toroba		✓			Student			
65	Jelvin Jaye G. Dumaguete	✓				Student			
66	Angela B. Andrade		✓			Student			
67	John Les Dumaguete	✓				Student			
68	Lester John B. Abad	✓				Student			
69	Giehaci P. Plaza	-				Student			
70	Leffery R. Pervanueva					Student			
71	Tepthy Terbet T. Garcia					Student			
72	LycaMeah Jean I. Baggiohanan		✓			Student			
73	DESIREE GRACE A. DELOS SANTOS		✓			TEACHER I	ABIHOD ELEMENTARY SCHOOL		
74	RUTH P. CADANGOANG		✓			"	"		
75	ALMARIE D. AGNIMLOD		✓			TEACHER-1	ABIHOD ES		

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
76	Lorence Rey S Villondo	✓				Student			
77	Christian C. Gucela	✓				student			
78	Mark L. Tuvilla	✓				Student			
79	Jered L. Ebron	✓				student			
80	Amber P. Bellosillo		✓			Student			
81	Ken S Lasm.	✓				student			
82	Charlyn I. Luboyan		✓			Student			
83	Nick Elmerson R. Rumbaoa	✓				student			
84	Marco Domingo L. Haron	✓				student			
85	IRISH C. REYES		✓			TEACHER I	ABIHOD ES		
86	CHRISTINE M. PASTOR		✓			TEACHER I	ABIHOD ES		
87									
88									
89									
90									

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
91	[illegible]		✓			Student			
92	Daring Joy Reyes		✓			Student			
93	Cleofe L. Lauda		✓			Student			
94	Keziah Faye L. Tedoso		✓			Student			
95	Jellian L. Jnvein		✓			Student			
96	Yassy G. Latiban		✓			Student			
97	Jhon Mark T. Suaco	✓				Student			
98	Irish L. Plaza		✓			Student			
99	Maried A. Goseta		✓			Student			
100	Justin Rhyl T. Sayo	✓				Student			
101	Jessabel T. Ogario		✓			Student			
102	Joseph Rhanon P. Cordungdung	✓				Student			
103	Daniel Jake Reyes	✓				Student			
104									
105									

DAVAO ORIENTAL STATE UNIVERSITY
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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: Distribution of School Supplies & Deployment of Tutors for 2nd Semester of 2024-2025 Participants (Sector): _____ No. _____

Date: February 11, 2025 Venue: Abihod Elementary School Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
1	Kerwin I. Ambalisik					Student			
2									
3	Anya Mae A. Martinez					Student			
4									
5	Rhea S. Omel		✓			Student			
6									
7	Fea M. Sabayo		✓			Student			
8	Sopia I. Bagiohanon		✓			Student			
9	Freya Angela P. Modina		✓			Student			
10	Errol Josh M. Colita	✓				Student			
11	Kiel Vincent M. Maitom	✓				Student			
12	Orlie O. Taplac	✓				Student			
13	Angei M. Sabayog		✓			Student			
14	Zhran Earl L. Agailon	✓				Student			
15	Alexandra I. Mangin		✓			Student			

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Title of Activity: _____ Participants (Sector): _____ No. _____

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No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
16	Prince Jino L. Gloria	✓				Student			
17	Christopher L. Ufula	✓				Student			
18	Aldin A. Sillada	✓				Student			
19	Richard Latiban	✓				Student			
20	Angela L. Calague		✓			Student			
21	Aliya S. Latiban		✓			Student			
22	~~Sam Y. Lakandula~~								
23	Sam Y. Lakandula	✓				Student			
24	Yenrich P. Balmori		✓			Student			
25	Ashly E. Samosa		✓			Student			
26	Kahlaine T. Sayod		✓			Student			
27	Jamares Jr A. Dondo	✓				Student			
28	Gerrol Alimbon	✓				Student			
29	Renz Jerwin I. Tambalisik	✓				Student			
30	Sunshine Q. Salian	✓				Student			

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		M	F	SC	PWD				
31	Andrelo S. Ebaro	-				Student			
32	Josh Ven F. Manuel	-				Student			
33	Ella A. Gracia		-			Student			
34	Init Jay B. Morelo	-	-			Student			
35	Ana Rose K. [illegible]		-			Student			
36	Dwight T. Capalayan	-				Student			
37	Anthony [illegible]	-				Student			
38	Jean Jay D. Dullano	-				Student			
39	Ishan Champ A. Sandrino	-				Student			
40	Ronuel M. Tabuyosa	-				Student			
41	Bea B. Gaberlan		-			Student			
42	Julianes M. Garriedo	-				Student			
43	Christian A. Sillada	-				Student			
44	Prince Jarel P. Bitancor					Student			
45	Emilyn L. Dacuycuy		-			Substitute Teacher	Abihod Cateel Dva. Or.	09613379472	

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47	Zea Marie Gado		/			Student			
48	Charlyn Faith M. Pinggin		/			Student			
49	Catriona-w R. Abno		/			Student			
50	Mari R. Palla		/			Student			
51	Kelly T. Ligan-ay		/			Student			
52	Josh I. Cañanosa	/				Student			
53	Piolo P. Cervantes	/				Student			
54	Zayin F. Duan	/				Student			
55	Allyra Mae G. Sarol		/			Student			
56	Doreen G. Capiloyan		/			Student			
57	Althea I. Rasay		/			Student			
58	Lester S. Aking	/				Student			
59	Leotay C. Obles	/				Student			
60	Lorene P. Cervantes		/			Student			

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		M	F	SC	PWD				
61	Angelic B Andrade		✓			Student			
62	Dyrel James G Capibyan					Student			
63	Mary Grace T. Cabadonga.		✓			Student			
64	Chelsey Julia U. Toroba		✓			Student			
65	Jelvin Jave G. Dumaguete	✓				Student			
66	Angela B. Andrade		✓			Student			
67	John Les Dumaguete	✓				Student			
68	Lester John B. Abad	✓				Student			
69	Gielracil P. Plaza	-				Student			
70	Leffery R. Pevanueva					Student			
71	Teodothy Terbel T. Garcia					Student			
72	LycaMeah Jean I. Baglohanon		✓			Student			
73	DESIREE GRACE A. DELOS SANTOS		✓			TEACHER I	AGHICO ELEMENTARY SCHOOL		
74	RUTH P. CADANGOANG		✓			"	"		
75	ALMARIE D. AGNIMLOD		✓			TEACHER-I	AGHICO ES		

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
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77	Christian C. Gucela	✓				student			
78	Mark L. Tuvilla	✓				Student			
79	Jered L. Ebron	✓				student			
80	Amber P. Bellosillo		✓			Student			
81	Ivan S Lara.	✓				student			
82	Charlyn I. Luboyan		✓			Student			
83	Nick Clarence R. Lumbao	✓				student			
84	Marco Domingo L. Haron	✓				student			
85	IRISH C. REYES		✓			TEACHER I	ADIHOD ES		
86	CHRISTINE M. PASTOR		✓			TEACHER I	ADIHOD ES		
87									
88									
89									
90									

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ATTENDANCE SHEET (EXTENSION ACTIVITY)

Title of Activity: _____ Participants (Sector): _____ No. _____

Date: _____ Venue: _____ Implementer: _____ Fund Source: _____ Amount: _____

No.	Name of Participant (pangalan)	Sex		Please check as applicable		Position / Designation	Address/Agency	Contact Number/s (Cell phone/Telephone)	Signature
		M	F	SC	PWD				
91	[illegible]		✓			Student			
92	Darina Joy Reyes		✓			Student			
93	Cleofe [illegible]		✓			Student			
94	Keziah Faye L Pedrea		✓			Student			
95	Jellian L. Jurein		✓			Student			
96	Yassy G Latiban		✓			Student			
97	Jhon Mark T Silala	✓				Student			
98	Irish L. Plaza		✓			Student			
99	Maried A Gosela		✓			Student			
100	Justin Rhyl T Sayo	✓				Student			
101	Jessabel T. Dario		✓			Student			
102	Joseph Rhanan P. Cadungog	✓				Student			
103	Daniel Jake Reyes	✓				Student			
104									
105									

PROJECT PAGSULAT TUTORS LOGSHEET

DATE _____

Date	Name	TIME IN	OUT	SIGNATURE
02-12-25	Shekinah C. Kenton	12:45PM	2:08PM	
2-12-25	Bebelyn C. Ferrel	12:45PM	2:07 PM	
02-12-25	Kittie astrada	12:45 PM	2:07 pm	
02/12-25	Regina Mae D. Rando	12:45 PM	2:07 PM	
02/12-25	Regie M. Antony	12:46 PM	2:09 PM	
02/12-25	Maylene M. Jaurel	12:46 PM	2:9 PM	
02/12/25	Reyes, Hanlene Amiraj V.	12:46 PM	2:07 PM	
02/12/25	Saliling, Gladys B.	12:46 PM	2:07 PM	
02/12/25	Mary Jane P. Estayoman	12:46 PM	2:07 PM	
02/12/25	Trisha Marie Babala	12:46 PM	2:10 PM	
02/12/25	Shiela C. Padilla	12:48 PM	2:30 PM	
02/12/25	Xena Mae M. Abraham	12:48 PM	2:30 PM	
02/12/25	Cris Jean A. Madarla	12:49 PM	2:11 PM	
02/12/25	Novie O. Sanecan	12:49 PM	2:11 PM	
02/12/25	Ghea M. Castro	12:49 PM	2:33 PM	
02/12/25	Vanna R. Veloso	12:50 PM	2:30 PM	
02/12/25	Jungie L. Ambelic	12:50 PM	2:19 PM	
02/12/25	Cherry M. Abienzo	12:50 PM	2:30 PM	
02/12/25	Kate Mae V. Manamao	12:50 PM	2:30 PM	
02/12/25	Diana Nicole B. Dagin	12:52 PM	2:08 PM	
02/12/25	Charlie Faintin Lleta Luis	12:49 PM	2:19	
02/12/25	Joemar L. Calagardo	12:51 PM	2:11 PM	
02/12/25	Glen Jones N. Layuma	12:50 PM	2:26 PM	
02/12/25	Jayprity Chalie L. Aquindod	12:52 PM	2:26	
02/12/25	Tiliacos, Rivecca P.	12:55 pm	2:07 pm	
02/12/25	Limbing, Ronnie Jay B.	12:56 PM	2:17 PM	
02/12/25	Jemarie C. Carangyan	12:57PM	2:17PM	
02/12/25	Keylan L. Zurilla	12:58PM	2:25PM	
02/12/25	Marck Jill C. Diamos	12:57 PM	2:26PM	
02/12/25	Jwinel Toroba	12:58 PM	2:31 PM	
02/12/25	Rossy Jane J. Nanay	12:58 PM	2:32 PM	
02/12/25	Alica Marie A. Balondo	12:54 pm	2:30 pm	
02/12/25	Laurlyn V. Bayogan	12:55 PM	2:30 PM	
02/12/25	Jerald M. Abarca	12:54 PM	2:30 PM	
02/12/25	Allie A. Abarca	12:55 PM	2:30 PM	

DATE _____

DATE	NAME	TIME IN	TIME OUT	SIGNATURE
02-17-25	Mary Apple A. Manling	10:28	11:30	
02-17-25	Michelle Lyn A. Cam	10:29	11:30	
02-17-25	Soreño, Lary R.	10:38	11:30	
02-17-25	Farray, Jick Marchel L.	10:38	11:30	
02-17-25	Yamna R. Veloso	12:29	2:30 PM	
02-11-25	Alleo Maria A. Badanta	12:29	2:30 PM	
02-17-25	Jerald M. Abarca	12:29	2:30 PM	
02-17-25	Joanna S. Calaperdo	12:44	2:13 PM	
02-17-25	Kate Mae V. Mardnao	12:45	2:30 PM	
02-17-25	Kenny Jane J. Nanay	12:46 PM	2:30 PM	
02-17/25	Jasmine Jamba	12:46	2:30	
02-17/25	Reylan Zurilla	12:47	2:30	
02-17/25	Marck Gil Dianos	12:47	2:no	
2/17/25	Joycelyn Chalie L. Aquinlod	12:46	2:30	
02/17/25	Laurl Jean V. Dungogaroo	12:48	2:30	
02/17/25	Rena Mae M. abrada	12:50	2:30	
02/17/25	cherry m. atienza	12:50	2:30	
02/17/25	Jemarie C. Cavanggao	12:50	2:30	
02/17/25	Diana Nicole B. Lapur	12:52	2:00	
02/17/25	Nonie O. Lanecan	12:52	2:10	
02/17/25	Charlie Beatrice Dela Cruz	12:53	2:10	
02/17/25	Jurgie S. Anbelic	12:53	2:15	
02/17/25	Cris Jean a. Madanlo	12:53	2:11	
02/17/25	Ghea Castro	12:57	2:30	
02/17/25	Estacio, Kitti	12:57	2:00 PM	
02/17/25	Villacorta, Rebecca P.	12:57 PM	2:00 PM	
02/17/25	Saliling, Gladys B.	12:57	2:00 PM	
02/17/25	Kenton, Shuharah C.	12:57	2:00 PM	
02/17/25	Jamal Maylene	12:58	2:00 PM	
02/17/25	Mary Jane B. Untospran	12:58	2:00 PM	
02/17/25	Ronnie Jay D. Linbing	12:58	2:00 PM	
02/17/25	Shiela C. Padilla	12:58	2:30 PM	
02/17/25	Trisha Marie Batala	12:58	2:15 PM	
02/17/25	Gianforlo R. Payuma	12:58	2:00	
02/17/25	Regie M. Dafoy	12:59	2:00 PM	

02-19-25	Mary Apple A. Montiel	10:07	11:15	
02-19-25	Amelene Paja	10:08 AM	11:16	
02-19-25	Jenard Marie J. Cervantes	10:08 AM	11:16	
02-19-25	Nelaine Blessil O. Guanillo	10:09 AM	11:15	
02-19-25	Abigail L. Dela Fuente	10:09 AM	11:16	
02-19-25	Marjorie A. Enriquez	10:10	11:16	
02-19-25	Michelle Lyn Cam	10:10	11:16	
02-19-25	Jica Pearl L. Castillones	10:11	11:16	
02-19-25	Jereos, Ivy R	10:30	11:15	
02-19-25	Zoroy, Lick Mordel L	10:30	11:15	
02-19-25	Luis Jean A. Nadanle	12:43	2:12	
2-19-25	Nonie O. Janeen	12:43	2:10	
02-19-25	Vanna R. Velasco	12:43	2:30	
02-19-25	Diana Nicole B. Dapin	12:45	2:03	
02-19-25	Charlie Baintin dela Cruz	12:46	2:09	
02-19-25	Jungie L. Ambelic	12:46	2:15	
02-19-25	Silicosso, Rebecca P.	12:48 pm	2:00pm	
02-19-25	Estrada, Kittie	12:53 pm	2:00pm	
02-19-25	Zerrel, Bebelyn C.	12:53 PM	2:00PM	
02-19-25	Cantay, Regie R	12:54 pm	2:00 pm	
02-19-25	Lindeing, Ronnie Jay D.	12:55 PM	2:00	
02-19-25	Lintogcon Mangtani V.	12:55 pm	2:00	
02-19-25	Reylan L. Zurilla	12:56 PM	2:00	
02-19-25	Ravelo, Regina Mae P.	12:56 pm	2:00	
02-19-25	Jaliling, Jeladyn B.	12:56 PM	2:00	
02-19-25	Zhaharah C. Kenton	12:56 PM	2:00	
02-19-25	Mayene M. Jamal	12:57 pm	2:00	
02/19/25	Shea M. Castro	12:55 PM	2:00	
02/19/25	Xena Mae M. Abrahan	12:57 pm	2:00	
02/19/25	Cherry M. Atienzo	12:57 PM	2:00	
02/19/25	Jerald M. Abarca	12:57 PM	2:00 PM	
02/19/25	Alexa Magrie A. Balani	12:57 PM	2:00 PM	
02/19/25	Joyfully Chalie L. Aquisted	12:58 PM	2:00 PM	
02/19/25	Jamarie C. Carangyan	12:58 PM	2:00 PM	
02/19/25	Kate Mae V. Manahan	12:58 PM	2:00	
02/19/25	Rossy Jane J. Lamay	12:58 PM	2:00	

DATE	NAME	IN	DATE	OUT	SIGNATURE
2-24-25	Granillo, Melaine Bleist D.	10:50		11:26	
2-24-25	Pajo, Amelene D.	10:50		11:26	
2-24-25	Pajo, Amelene D.	10:14		11:22	
2-24-25	Emboscado, Marjorie A.	10:15		11:23	
2-24-25	Cam, Michelle Lyn A.	10:15		11:23	
2-26-25	Cervantes, Grace Marie	10:27		11:22	
2-26-25	Castillanes, Jica Pearl	10:27		11:23	
2-26-25	Reles Santos, Abigail L.	10:24		11:22	
2-26-25	Lorenz, Izy R	10:30		11:30	
2-26-25	Tarroy, Lick Mychel	10:31		11:31	
2-26-25	Manting, Mary Apple A.	10:31		11:31	
2-26-25	Alera Moorie A. Balanta	12:30		2:30	
2-26-25	Reylan I. Zurilla	12:30		2:30	
2-26-25	Silicosa, Rebecca P.	12:40			
2-26-25	Joenal S. Colapoordo	12:47		2:30	
2-26-25	Jemarie Cacanopzo	12:50		2:30	
2-26-25	Shekinah C. Rendon	12:53			
2-26-25	mayflene M. Jamul	12:53			
2-26-25	Jerald N. Abarca	12:54		2:30	
2-26-25	Shea M. Castro	12:54		2:30	
2-26-25	Cherry M. Atienzo	12:54		2:30	
2-26-25	Xena Mae M. Abraham	12:55		2:30	
2-26-25	Rossy Jane J. Nanay	12:55			
2-26-25	Vanna R. Velpsol	12:55			
2-26-25	Joffrey Aguinlod	12:55		2:30	
2-26-25	Guiseel Zaraba	12:55		2:30	
2-26-25	Kate Mae Manamao	12:56		2:30	
2-26-25	Shula C. Codilla	12:56		2:30	
2-26-25	March Gil C. Diamos	12:57		2:30	
2-26-25	Bernal, Bebelyn C.	12:58		2:30	
2-26-25	Ramos, Regine Mae M.	12:59			
2-26-25	Estrada, Kittie	12:57		2:00	
2-26-25	Ombay, Regie R	12:58		2:00	
2-26-25	Dela Cruz, Charlie B	12:59			

Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

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APPROVED PROJECT PROPOSAL

EXTENSION PROGRAM/PROJECT PROPOSAL

I. PROGRAM/PROJECT PROFILE

(1) **Program Title:**
Project Title: PROJECT PAGSULAT
Component 1: Training Workshop for Tutors
Component 2: Distribution of School Supplies
Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills
Component 4: Tutorial Sessions
Component 5: Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation

(2) **Program Leader/Project Leader:** Mary Lovely Suzzeth P. Mendez
Project Staff: Leneth Pearl S. Pingot

(3) **Implementing Program/Center:** BEED Program, Cateel Extension Campus

(4) **Site/s of Implementation:** Barangay Abijod, Cateel, Davao Oriental

(5) **Cooperating Agency/ies/Organization:** Abihod Elementary School

(6) **Target beneficiaries:** Kinder, Grade One, and Grade Two pupils who need additional support with their handwriting skills

(7) **Program/project Duration:** January, 2024 – May, 2026
Project Start: January, 2024
Project End: May, 2026
** This project will be conducted every semester for the academic years 2023-2024, 2024-2025 and 2025-2026.

(8) **Total Program/Project Cost:** *(indicate source/s of funds, counterpart funds; include non-monetary contributions of the pax/agencies, if any)*

Source/s of Funds	PS	MOOE	Total
DORSU RIE Fund	₱ 22, 500.00	₱ 127,500.00	₱ 150,000.00
Abijod Elementary School		₱ 50,000.00	₱ 50,000.00
Total			₱ 200,000.00

Sustainable Development Goals Addressed: Quality Education
Gender Equality

Ambisyon Natin 2040 National R&D Agenda Addressed: Inclusive nation-Building

Regional Development Plan (2017-2022) Addressed: Enhancing the Social Fabric

DOrSU RDE Agenda Addressed: Education and Policy Development

II. PROGRAM/PROJECT SUMMARY

(1) **Introduction/Rationale/Significance**

Handwriting holds immense importance as a foundational skill for literacy and effective communication. It goes beyond mere reading and writing, playing a crucial role in note-taking, form completion, and composing emails. However, many Alternative Learning System (ALS) learners and Grade One pupils encounter difficulties in the realm of handwriting. These challenges arise from factors like underdeveloped fine motor skills, difficulty in distinguishing between letters, and insufficient practice.

To address this pressing issue, PROJECT PAGSULAT was conceived as a research-based intervention tool designed to enhance the handwriting skills of Grade One pupils. This comprehensive program covers all essential aspects of handwriting. It fosters alphabet knowledge, facilitates mastery of letter formation, improves fine motor skills, promotes correct hand grip and posture, enhances tracing abilities, develops visual perceptual skills, encourages error recognition, and emphasizes repetition as a corrective measure (Cabahug & Mendez, 2022). Recent research by Batao and Sawan (2023) further highlights the effectiveness of this tool in significantly improving handwriting skills.

Moreover, PROJECT PAGSULAT serves an additional purpose by providing much-needed school supplies to Kinder, Grade One, and Grade Two pupils. The provision of these supplies serves not only immediate needs but also acts as a source of motivation that inspires continued educational growth with renewed enthusiasm. This two-pronged approach underscores the holistic nature of PROJECT PAGSULAT – bridging the gap in handwriting skills while simultaneously supporting the educational requirements of these young learners.

(2) **Objectives**

1. To train the tutors on the use of PROJECT PAGSULAT.
2. To distribute school supplies to Kinder, Grade One, and Grade Two pupils.
3. To improve the handwriting skills of ALS learners and Grade One pupils of Abihod Elementary School.

- **Methodology**

Component 1: Training of Trainers/Tutors

- Skilled trainers and authors of Project PAGSULAT, Ms. Alonica Mae Cabahug and Ms. Mary Lovely Suzzeth P. Mendez (project leader), along with Ms. Leneth Pearl S. Pingot (project staff), will impart their expertise to the project tutors. The training workshop will focus on the effective utilization of Project PAGSULAT.

Component 2: Distribution of School Supplies

- The project leader, project staff, trainers/tutors, and BEED students will collaborate to distribute school supplies to Kinder, Grade One, and Grade Two pupils at Abihod Elementary School.
- School supply distribution will take place twice a year, every second month of each semester.

Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills

- Prior to commencing the project, trainers/tutors will administer a pre-test to Kinder, Grade One, and Grade Two pupils to gauge their alphabetic handwriting skills.
- The Alphabet Checklist, as employed in the study, will serve as the assessment tool.
- Eligible beneficiaries will be identified as those scoring below 85% or achieving less than 22 out of 26 correct letters.

Component 4: Tutorial Session

- Trainers/tutors will be assigned to Kinder, Grade One, and Grade Two pupils in need of additional support based on the diagnostic assessment, maintaining a 1:1 ratio.
- One-on-one tutoring sessions using PROJECT PAGSULAT will be conducted at least twice a week.

- Tutoring sessions will align with the remedial class schedule, ensuring minimal disruption to the regular curriculum.
- Trainers/tutors will continuously monitor the progress of their assigned learners, adapting the tutoring sessions as required.

Component 5: Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation

- Trainers/tutors will administer a post-test to Kinder, Grade One, and Grade Two pupils to assess improvements in their alphabetic handwriting skills.
- The project leader and project staff will conduct project evaluations at the end of each semester, specifically during the final month of the semester. This assessment will provide valuable insights into the overall impact and effectiveness of the project.

(3) **Expected Outputs:**

- Training for the trainers/tutors on the use of PROJECT PAGSULAT.
- Distribution of school supplies to the beneficiaries.
- Pre-assessment results of the beneficiaries, serving as baseline data for evaluating handwriting skills.
- One-on-one tutoring sessions for Kinder, Grade One, and Grade Two pupils.
- A semestral evaluation of the project to assess its effectiveness.

(4) **Potential Outcomes:** Improvement in the handwriting skills of Kinder, Grade One, and Grade Two pupils who participate

(5) **Potential Impacts:** PROJECT PAGSULAT will help learners build a strong foundation for academic success.

(6) **Workplan**

Activities	YEAR 1 (2ND SEMESTER, 2023-2024)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 1 (1ST SEMESTER, 2024-2025)								
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 2 (2ND SEMESTER, 2024-2025)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 2 (1ST SEMESTER, 2025-2026)								
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

Activities	YEAR 3 (2ND SEMESTER, 2025-2026)								
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Training of Trainers/Tutors									
Distribution of School Supplies									
Diagnostic Assessment of Alphabetic Handwriting Skills									
Tutorial Session									
Evaluation									

(7) Project Management

a. **Mary Lovely Suzzeth P. Mendez** (Proponent/Project Leader):
   - Overall project oversight and leadership.
   - Strategic planning and decision-making.
   - Coordination of all project components.
   - Communication with stakeholders and partners.

b. **Leneth Pearl S. Pingot** (Project Staff):
   - Assisting the project leader in various project management tasks.
   - Supporting logistical and administrative aspects of the project.
   - Coordinating with trainers, tutors, and BEED students.

c. **Alonica Mae Cabahug and Mary Rose Batao:**
- Conducting specialized training for the PROJECT PAGSULAT tutors.
- Ensuring that trainers are adequately prepared to deliver the program.

d. **Implementation Team:**

1. **Tutors (Trained Individuals):**
- Providing one-on-one tutoring to the beneficiaries.
- Implementing the components of PROJECT PAGSULAT.
- Monitoring and reporting on the progress of learners.

2. **BEED (Bachelor of Elementary Education) Students:**
- Assisting in the distribution of school supplies to the beneficiaries.
- Collaborating with the project leader and staff to ensure the efficient distribution of supplies.

Prepared and submitted by:

MARY LOVELY SUZZETH P. MENDEZ
Project Head/BEED Program Head

Reviewed and Endorsed by:

JR A. MANTOG
RD&E Coordinator / Center Director

Recommending Approval:

DR. MARY FIL M. BAUYOT
Director for Extension

DR. MISAEL B. CLAPANO
Vice-President for RD&E

Approved:

DR. ROY G. PONCE
SUC President

Note: Font Style: *Calibri body*, Font Size: *11*, Spacing: *Single*, Paper Size: *A4*, Orientation: *Portrait*, Margins: *0.5" (Right, Top, Bottom), 1" (Left).*

Attach document:
- PPMP (from Extension Office)
- Proposed Program/project Evaluation Rating
- Other necessary documents required by higher offices

PROPOSED PROGRAM/PROJECT LINE-ITEM BUDGET

Program Title:			
Project Title:	**PROJECT PAGSULAT**		
Implementing Program/Center:	**BEED Program, Cateel Extension Campus**		
Project Duration:	**January, 2024 – May, 2026**		
Program/Project Leader:	**Mary Lovely Suzzeth P. Mendez**		
Monitoring Unit:			
	DOrSU	**Collaborating Agency**	**Total**
I. Personal Services (Honorarium)	**₱ 22,500.00**		**₱ 22,500.00**
II. MOOE			
• **Travelling Expenses**	**₱ 12,000.00**		**₱ 12,000.00**
• **Supplies and Materials**	**₱ 18,000.00**	**₱ 30,000.00**	**₱ 48, 000.00**
• **Training Expenses (food)**	**₱ 88,500.00**	**₱ 20,000.00**	**₱108, 500.00**
• **Rent Expenses**			
• **Communication Expenses**	**₱ 3,000.00**		**₱ 3, 000.00**
• **Representation Expenses (program/project review)**	**₱ 6,000.00**		**₱ 6, 000.00**

Sustainable Development Goals	**Ambisyon Natin 2040 National R&D Agenda**	**Regional Development Plan (2017-2022)**	**DOrSU RD&E Agenda**
GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 6: Clean Water and Sanitation GOAL 7: Affordable and Clean Energy GOAL 8: Decent Work and Economic Growth GOAL 9: Industry, Innovation and Infrastructure GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action GOAL 14: Life Below Water GOAL 15: Life on Land GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal	1. Water Security 2. Food and Nutrition Security 3. Clean Energy 4. Health Sufficiency 5. Sustainable Communities 6. Inclusive nation-Building	1. Enhancing the Social Fabric 2. Inequality-Reducing Transformation 3. Increasing Growth Potential	1. Food Security and Safety 2. Education and Policy Development 3. Social Development 4. Information and Communication Technologies (ICT) 5. Business, Entrepreneurship and Hospitality Services 6. Maintenance of Environmental Integrity 7. Engineering and other Industrial Technologies

Operational Definition of Terms:*

1. **Title**- the identification of the Program and the component projects.
   Program- refers to a group of interrelated or complementing projects that require an interdisciplinary or multidisciplinary approach to meet established goal(s) within a specific time frame.
   Project- refers to the basic unit in the investigation of specific problem/s with predetermined objective/s to be accomplished within a specific time frame.
2. **Project Leader**- refers to a project's principal implementer.
3. **Cooperating Agency/ies**- refers to the agency that support/s the project by participating in its implementation as collaborator or through other similar means.
4. **Implementing Center/Program** - the primary academic program/center involved in the execution of a program/project.
   Site/s of Implementation- location/s where the project will be conducted. Indicate the sitio ,barangay, municipality, district of province.
5. **Project Duration**- refers to the grant period or timeframe that covers the approved start and completion dates of the project, and the number of months the project will be implemented.
6. **Project Cost**- refers to the amount or budget requested and approved by the University President.
   Sustainable Development Goal (SDG) Addressed- indicates which among the 17 SDGs adopted by the United Nations Members States are addressed by the project
7. **Introduction**- a formally written declaration of the project and its idea and context to explain the goals and objectives to be reached and other relevant information that explains the need for the project and aims to describe the amount of work planned for implementation; refers to a simple explanation or depiction of the project that can be used as communication material.
   Rationale- brief analysis of the problems identified related to the project
   Significance- refers to the alignment to national regional, local and University priorities, strategic relevance to national development and sensitivity to Philippine political context, culture, tradition and gender and development.
   Objectives- statements of the general and specific purposes to address the problem areas of the project.
   Methodology- discusses the strategies for implementation.
   Expected Outputs- deliverables of the project based on the People Service, Place and Partnership, and Product).
   Product- invention with a potential for commercialization.
   People Service- people or groups of people, who receive technical knowledge and training.
   Place and Partnership- linkage forged because of the study.
   Technology provided/adopted- refers to technology provided and adopted by the beneficiaries.
   Potential Outcomes- refer to the result that the proponent hopes to deliver three (3) years after the successful completion of the project.
   Potential Impacts
   Social Impact- refers to the effect or influence of the project to the reinforcement of social ties and building of local communities.
   Economic Impact- refers to the effect or influence of the project to the commercialization of its products and services, improvement of the competitiveness of the private sector, and local, regional, and national economic development.
8. **Target Beneficiaries**- refers to groups/persons who will be positively affected by the conduct of the project.
   Sustainability plan- refers to the continuity of the project or how it shall be operated amidst financial, social, and environmental risks.
9. **Workplan**- refers to the plan of completing the project within a given time and in compliance to the set budget.

adopted from DOST

Republic of the Philippines

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SPECIAL ORDER

DAVAO ORIENTAL STATE UNIVERSITY
OFFICE OF THE PRESIDENT

DAVAO ORIENTAL STATE UNIVERSITY
OP
RELEASED
Date 04 JUL 2024
By ROGELYN P.
4:00PM
CITY OF MATI

Special Order No. 34, s. 2024

To: **MS. MARY LOVELY SUZZETH P. MENDEZ** - Project Leader
MS. LENETH PEARL S. PINGOT - Project Staff

Subject: **DESIGNATION AS PROJECT LEADER AND PROJECT STAFF OF THE EXTENSION PROJECT TITLED "PROJECT PAGSULAT"**

Date: **JANUARY 2, 2024**

In the interest and exigency of service, you are hereby designated as Project Leader and Project Staff of the extension project titled "Project Pagsulat," which includes the following project components:

1. Training of Trainers/Tutors;
2. Distribution of School Supplies;
3. Diagnostic Assessment of Alphabetic Handwriting Skills;
4. Tutorial Session; and
5. Evaluation of Learners' Handwriting Skills & Project Pagsulat Implementation.

As such, you are expected to perform the following duties and responsibilities, to wit:

As **Project Leader**, you shall:

1. Spearhead and supervise the entire implementation of the project;
2. Develop and implement research strategies /action plans for the project;
3. Develops research guidelines (Procedures, capacity development, budget);
4. Ensure the timely implementation of the project based on the approved Work plan;
5. Initiate planning and meetings to coordinate activities of the project;
6. Integrate results of the different components of the project;
7. Supervise all project staff and manage the hiring of needed additional work force (field assistants, divers, consultants, etc.) of the project;
8. Facilitate collaboration with partner institutions of this project;
9. Ensure that the timely delivery of the expected output of the extension project;
10. Submit the required reports for the project;
11. Represent the project team in coordination meetings, staff meetings, conference, trainings and meetings with stakeholders; and
12. Perform other functions deemed necessary to the project.

As **Project Staff**, you shall:

a. Assist the Project Leader with the implementation and execution of the approved plan for the project in the different sites;
b. Assist the Project Leader in analyzing the collected data;
c. Assist in the conduct of trainings and symposia;
d. Assist in the preparation of progress and final reports of the project;
e. Assist the Project Leader to ensure prompt submission of expected outputs per the approved work plan of the project;
f. Prepare necessary documents such as purchase request, travel orders, among others;
g. Attend meetings that may be called for a purpose by the Project Leader; and
h. Do other tasks that may be assigned by the Project Leader for the development of the extension project.

This Order shall take effect immediately and shall remain enforced until the conclusion of the extension project or unless earlier revoked by the undersigned or higher authorities.

ROY G. PONCE, Ed.D.
SUC President III

Republic of the Philippines

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MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT

KNOW ALL PERSONS BY THIS PRESENTS:

This Memorandum of Agreement is made and entered into between the DAVAO ORIENTAL STATE COLLEGE OF SCIENCE AND TECHNOLOGY-CATEEL EXTENSION CAMPUS, a state-run higher educational institution with postal address at Mahan-ob, Mainit, Cateel, Davao Oriental represented by its President, EDITO B. SUMILE , Ph.D. hereinafter referred to as "FIRST PARTY";

-and-

The ABIHOD ELEMENTARY SCHOOL, with postal address at Abihod, Cateel, Davao Oriental, represented by its Head Teacher, MR. CRIS R. RAMIREZ hereinafter referred to as "SECOND PARTY";

-and-

The Public Schools District Supervisor, with postal address at Department of Education Cateel District 1, Cateel, Davao Oriental, represented by MRS. HELENITA B. POSTRERO, herein referred to as "THIRD PA RTY";

WITNESSETH

WHEREAS, the "FIRST PARTY" is committed to assist the school and community in its pursuit of development through provision of technical knowledge and skills by virtue of its mandate, being a higher educational institution;

WHEREAS, the "SECOND PARTY" and "THIRD PARTY" also recognizes that there is a need to develop and enhance learning and skills of the pupils.

NOW, THEREFORE, in harmony with the above premises, the DOSCST-CEC and ABIHOD ELEMENTARY SCHOOL, have agreed with the following terms and conditions:

OBLIGATION OF PARTIES

DOSCST shall:

1. Provide supplies, materials and technical assistance through the conduct of seminars, trainings or activities in relations to culture, arts, and education development among pupils of Abihod Elementary School in a continuing

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manner as provided in the activity/project proposals that will be proposed later;

2. Provide other interventions that will be requested and/or identified by the second party; and

3. Closely coordinate with the second party on the design, conduct, monitoring, and evaluation of such projects/activities.

ABIHOD ELEMENTARY SCHOOLS shall:

1. Ensure the attendance and participation of its target constituents;

4. Closely coordinate with the first party on the design, conduct, monitoring, and evaluation of such projects/activities

5. Acknowledge and recognize the contributions of DOSCST in the development of culture, arts, education and other related extension activities in the school and community.

PUBLIC SCHOOLS DISTRICT SUPERVISOR

1. Assist the First Party and the Second Party in the coordination with the concern sectors in the conduct of programs/plans/initiatives;

2. Support and allow the second party in integrating the activities, education, and learning experiences of the pupils; and

3. Provide other forms of assistance whenever necessary.

MODIFICATION CLAUSE

1. Any provision in this Memorandum may be modified, altered or supplemented subject to the mutual agreement of the parties involved.

EFFECTIVITY AND TERMINATION

This agreement shall take effect immediately on the date of signing by parties concerned and shall continue to be enforced and in effect, and shall be terminated upon mutual agreement of parties involved if any provision of this MOA is violated.

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In WITNESS, WHEREOF, we hereby set our signatures this ____ day of _____ 2018 at _____, Davao Oriental, Mindanao, Philippines.

MAINIT ELEMENTARY SCHOOL

MR. CRIS R. RAMIREZ
Head Teacher

HELENITA B. POSTRERO
District Supervisor, Cateel District 1

DOSCST

EDITO B. SUMILE, Ph.D.
SUC President III

WITNESSES

JR A. MANTOG
R&E Coordinator, CEC

EDGAR P. FRANCISQUETE, Ed.D.
Campus Coordinator

WILANFRANCO C. TAYONE, Ph.D.
Director, Extension Office

ROY G. PONCE, Ed.D.
Vice President, RD&E

ACKNOWLEDGEMNT

REPUBLIC OF THE PHILIPPINES }
}S.S
x----------x

BEFORE ME, a Notary Public for and in _____,
on this _____ day of AUG 22 2018, 2018, personally came and appeared the following:

Name	ID No.	Date Issued	Place of Issue

Known to me to be the same persons who executed the foregoing instrument and who declared and acknowledged that the same is their free and voluntary act and deed composing four (4) pages.

WITNESS my hand and seal on the same day, date and place aforementioned.

Doc. No. 441
Page No. 89
Book No. 98
Series of 2018

ATTY [illegible] JAY
U[illegible]MBER 31, 2018
P[illegible]294 ; 01-03-2018
IB[illegible]0024 - 01-03-2018
CITY OF MATI, DAVAO ORIENTAL
ROLL NO. 53371
TIN NO. 937-437-116

DAVAO ORIENTAL STATE UNIVERSITY

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PASS SLIP

02-11-2025

PASS SLIP

(Within Cateel)

Name of Employee: Mendoz, MLS ; Langoban, M; Pinsot, LP

Time Out: 9:30 AM

Estimated Time to be Back: 12:00 NN

Destination: Abihod Elem. School

Purpose/s: To distribute school supplies as part of Project Pagsulat

Requested by:

Signature

Approved By:

Immediate Head

1 copy to security guard on duty
1 copy to be attached to DTR/FSR

2025

PROGRESS REPORT



PROJECT PAGSULAT

An Extension Project of DOrSU-Cateel Campus

Date : January - March, 2025

Venue : Abihod Elementary School

Proponent : DORSU-CEC BEED Program

No. of Clients : 111

Republic of the Philippines

DAVAO ORIENTAL STATE UNIVERSITY

PROGRESS REPORT FOR THE 1st QUARTER



Project/Activity Title	**PROJECT PAGSULAT**
Date Prepared	**July 7, 2025**
Date Conducted	**Component 1** – Training of New Tutors through One-Week Tutorial Sessions **Component 2** – Distribution of School Supplies **Component 3** – Diagnostic Assessment of Alphabetic Handwriting Skills **Component 4** – Tutorial Session
Implementing Office	**BEED Program, Cateel Extension Campus**
Partner Institutes/Centers/Agencies/ Organizations	**DepEd (Abihod Elementary School)**
Actual Participants/Clientele	

SECTOR/GROUPS e.g.faculty,staff,farmers,teachers,youth,senior citizens,LGU,Brgy Officials etc.)	ACTUAL # OF PARTICIPANTS				
	Male	Female	LGBTQ	Prefer not to say	Total
Kindergarten Pupils	10	16			**26**
Grade 1 Pupils	17	18			**35**
Grade 2 Pupils	25	25			**50**

Details of Activity (Highlights of Activities)

Component 1: Training of New Tutors through One-Week Tutorial Sessions

From_____, a one-week tutorial-based training was conducted wherein 4th-year BEED students served as mentors, tutoring 1st-year BEED students to prepare them as new tutors. The training content focused on alphabet mastery, visual perception, and writing techniques, and followed the same structure as the original "Training of Trainers" workshop—delivered gradually and interactively through direct, hands-on sessions.

Foundational Skills Development

During the early sessions, 4th-year mentors introduced Project Pagsulat, an approach emphasizing mastery of all alphabet letters. Through guided activities, first-year trainees strengthened

	their skills in recognizing and writing letters accurately. Trainees were taught correct hand positioning and writing strokes through modeling and repetitive exercises such as air-writing to enhance motor memory and reinforce letter forms. *Writing and Visual Perception* As the week progressed, trainees began guided tracing activities in Umpisahan ang pagsusulat, allowing them to practice proper letter formation with support. This evolved into writing without guides under the Linangin ang Visual Perception Skills module, sharpening their visual and muscle coordination. Self-checking practices were introduced, where trainees compared their outputs to guide samples and corrected their own work to build accuracy and attention to detail. *Integration and Evaluation* In the latter part of the week, trainees applied everything they had learned in the Application of All Steps sessions. With minimal assistance, they demonstrated independent writing and instructional readiness. Evaluation was integrated into daily sessions, with mentors providing real-time feedback and encouraging self-reflection through the Tandaan ang mga dapat baguhin method, where common errors were analyzed and corrected. *Peer Teaching and Readiness Practice* By the end of the week, first-year students conducted short, practice tutorial sessions under the supervision of their mentors. These mock sessions allowed them to demonstrate teaching techniques, apply corrections, and improve confidence. Feedback was given consistently, ensuring that the new tutors were well-prepared for actual instructional work. This week-long, mentor-led tutorial format effectively equipped first-year BEED students with the essential skills and instructional techniques needed for teaching early writing. The active

engagement and close guidance from 4th-year mentors ensured a smooth learning process and promoted a strong foundation for future tutorial roles.

Component 2: Distribution of School Supplies

The distribution of school supplies was carried out by the project team in collaboration with BEED students. The activity aimed to provide Kinder, Grade One, and Grade Two pupils with essential educational materials to support their academic journey and help ease the financial burden on their families.

The distribution was conducted with the presence of Mr. Richard Maravillas and Ms. Marisa Langoban who actively participated and supported the initiative alongside the first-year BEED students.

Prior to the event, coordination with the school was done to determine the specific needs of the pupils. Supplies including notebooks, pencils, crayons, erasers, sharpeners, and coloring books were carefully prepared.

The distribution was carried out in an orderly manner, with designated areas for each grade level. Trainers/tutors were hands-on in distributing the items, warmly engaging with the children and offering words of encouragement. The young learners, accompanied by some parents, received their new supplies with visible excitement and joy.

A total of 26 Kindergarten, 35 Grade One, and 50 Grade Two pupils benefitted from the initiative. Each received a full set of materials tailored to their learning level. The successful implementation of this activity not only addressed the learners' immediate school needs but also strengthened the sense of community and cooperation between the school, the project team, and the BEED students.

Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills

As part of the extension project aimed at improving early literacy skills, a diagnostic assessment of alphabetic handwriting was conducted at Abihod Elementary School. The goal of this component was to evaluate the current handwriting abilities of Kinder, Grade One, and Grade Two pupils, identifying those who may need targeted support. The assessment utilized the Alphabet Checklist, a tool designed to measure the accuracy of letter formation, ensuring that the project could effectively address specific learning gaps.

Prior to the assessment day, trainers and tutors underwent a briefing session to familiarize themselves with the Alphabet Checklist and the procedures for administering the pre-test. Each pupil was provided with a comfortable space and the necessary materials to perform the handwriting task, ensuring a conducive environment for accurate assessment.

The assessment began with a brief introduction to the activity, where trainers/tutors explained the purpose of the exercise to the pupils in a simple and encouraging manner. Each child was then asked to write all 26 letters of the alphabet, both uppercase and lowercase, to evaluate their mastery of letter formation.

Trainers/tutors carefully observed and recorded each pupil's performance using the Alphabet Checklist, noting the accuracy and consistency of the handwriting. The checklist criteria included proper letter formation, spacing, and alignment, which provided a comprehensive view of each child's handwriting skills.

Even though the tutorial sessions began last semester and there has already been noticeable improvement in the pupils' writing skills, the recent assessment showed that continued support is still necessary. Based on the scoring criteria of the Alphabet Checklist, pupils who scored below 85% or were unable to

correctly form at least 22 out of 26 letters were identified as still needing further assistance. Upon reviewing the results, it was found that all enrolled Kindergarten, Grade One, and Grade Two pupils remain eligible beneficiaries. This indicates that while progress has been made, the foundational handwriting skills have not yet been fully mastered—highlighting the importance of sustained instruction and guidance.

Component 4: Tutorial Session

Following the diagnostic assessment of alphabetic handwriting skills, a series of tutorial sessions were launched at Abihod Elementary School to provide focused support to pupils identified as needing additional assistance. The tutorial sessions aim to improve the handwriting skills and overall literacy of Kinder, Grade One, and Grade Two pupils through personalized teaching interventions. The initiative is designed to address individual learning gaps, fostering a supportive learning environment where students can receive targeted instruction.

Assignment of Tutors

To ensure effective and personalized support, trainers/tutors were assigned based on their year level and expertise, with a specific focus on maintaining small group or individual learning sessions:

- Selected 3rd-year students were assigned to Kindergarten pupils, maintaining a 1:1 tutor-to-pupil ratio. This setup ensured that the youngest learners received individualized attention, allowing for personalized support in developing foundational handwriting skills.
- Other 3rd-year students, along with selected 2nd-year students, were assigned to Grade 1 pupils. Depending on the children's needs and learning pace, some tutors worked on a 1:1 basis, while others followed a 1:2 ratio.

<table>
<tr><td></td><td>This flexible arrangement accommodated the diverse levels of handwriting proficiency among the pupils.
• Additional 2nd-year students also assisted Grade 2 pupils, working at either a 1:1 or 1:2 ratio. Their support focused on improving letter formation and writing accuracy, guided by the results of the initial handwriting assessment.
• 1st-year students were likewise assigned to Grade 2 pupils, consistently following a 1:2 tutor-to-pupil ratio. This setup enabled each tutor to effectively assist two learners, targeting specific challenges identified during the diagnostic evaluation and reinforcing key writing skills.
The tutorial sessions commenced twice a week, with each session lasting approximately one hour. During these sessions, tutors employed various strategies and activities to engage the pupils and address their unique learning needs.</td></tr>
<tr><td>Objectives</td><td>• To train the tutors on the use of Project PAGSULAT.
• To distribute school supplies to Kinder, Grade One, and Grade Two Pupils.
• To improve the handwriting skills of Kinder, Grade one, and Grade Two Pupils of Abihod Elementary School.</td></tr>
<tr><td>Percentage of Project Completion</td><td>
<table>
<tr><th>Title</th><th>Percentage (%) of Project Completion</th></tr>
<tr><td>Component 1: Training of Trainers/Tutors</td><td>100%</td></tr>
<tr><td>Component 2: Distribution of School Supplies</td><td>100%</td></tr>
<tr><td>Component 3: Diagnostic Assessment of Alphabetic Handwriting Skills</td><td>100%</td></tr>
<tr><td>Component 4: Tutorial Session</td><td>25%</td></tr>
<tr><td>Component 5: Evaluation of Learners' Handwriting Skills & Project PAGSULAT Implementation</td><td>0%</td></tr>
<tr><td>Overall Completion</td><td>65%</td></tr>
</table>
</td></tr>
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Statement of financial status (php) as of reporting period:

Allocation/ Approved Budget	Budget for 2024	Total Expended	Remaining Balance
150,000	30,000	30,000	120,000
	Budget for 2025	**Total Expended**	**Remaining Balance**
	60,000	**30,000**	**90,000**

Problems/Issues & Action Plan:

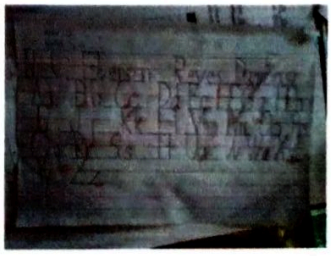
Problem/Issues	Action Plan
1. Absenteeism of Tutees	Schedule make-up sessions for pupils who miss their regular tutorial time due to illness or other valid reasons.
2. Class Interruptions Due to School Activities	Modify the tutorial session schedule in advance to accommodate known school activities and minimize disruptions.

Outputs









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