



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
SCHOOLS DIVISION OF BATANGAS

March 05, 2025

**DIVISION MEMORANDUM**  
**No. 153, s. 2025**

**CAREER GUIDANCE PROGRAM (CGP) CURRICULUM EXITS TRACKING  
SYSTEM FOR SCHOOL YEAR 2024-2025 AND CONDUCT OF  
LOCALIZED CAREER EXPO**

**TO:** Assistant Schools Division Superintendents  
Chief- Curriculum Implementation Division (CID)  
Chief- School Governance and Operations Division (SGOD)  
Education Program Supervisors  
Public Schools District Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned



1. In reference to Memorandum DM-OUOPS-2025-10-01059, this Office thru the Youth Formation Section enjoins all Division Youth Formation Coordinators, Guidance Counselors, Guidance Designates, Career Advocates, and Grade 12 Section Advisers, with assistance from the SSLG Officers and their Respective Learner Advisers to inform all SHS Graduates for SY 2024-2025 to complete the Curriculum Exits Tracking System (CETS) via the following link:  
<https://tinyurl.com/CETS-SY2024-2025>.
2. Further, in preparation for the National Career Expo (NCEX) 2025, which will happen this month, all schools in coordination with their School Head, Guidance Counselors, Guidance Designates, and Career Advocates are encouraged to conduct a Localized Career Expo (LCex).
3. Hence, in line with the Localized Career Expo, all schools are expected to prepare the necessary documents such as Work Program, Action Plan, and Tracer Study for Senior High Schools, for Youth Formation Monitoring purposes. All activities must be duly documented and the District Consolidated Report shall be submitted on or before April 4, 2025 thru this link:  
<https://bit.ly/CareerEXPOResult2025>
4. All expenses relative to the conduct of activity shall be charged to the school's Local Funds/MOOE/SEF, or other fund sources subject to availability of funds and rules on government accounting and auditing procedures.



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5. For your concerns, please contact Ms. Frances M. Aguilar, Division Youth Formation Coordinator through e-mail at [frances.aguilar@deped.gov.ph](mailto:frances.aguilar@deped.gov.ph).
6. Immediate dissemination of this memorandum is desired.

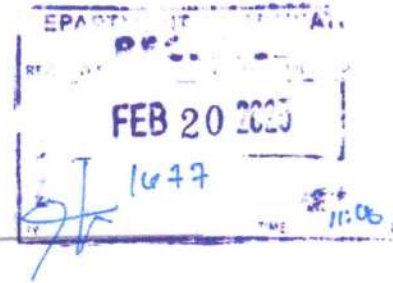
  
**MARITES A. IBANEZ, CESO V**  
Schools Division Superintendent 

Fma/Career Guidance Program (CGP) Curriculum Exits Tracking System for School Year 2024-2025 and Conduct Of Localized Career Expo/ R2-141259/ 3-5-2025





Republika ng Pilipinas  
**Department of Education**  
OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

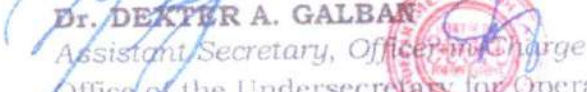


**MEMORANDUM**

**DM-OUOPS-2025-10-0659**

FEB 21 2025  
FEB 21 2025  
3:49  
11:00

**TO :** Regional Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Schools Division Superintendents  
Public Secondary School Heads  
All Others Concerned

**FROM :**   
**Dr. DEXTER A. GALBAN**  
Assistant Secretary, Officer-in-Charge  
Office of the Undersecretary for Operations

**SUBJECT :** CAREER GUIDANCE PROGRAM (CGP) CURRICULUM EXITS  
TRACKING SYSTEM for SCHOOL YEAR (S.Y.) 2024-2025  
AND CONDUCT OF LOCALIZED CAREER EXPO

**DATE :** February 13, 2025

In line with the annual data gathering for the Curriculum Exits of Senior High School (SHS) graduates, the Department of Education (DepEd), through the Bureau of Curriculum Development (BCD) and the Bureau of Learner Support Services-Youth Formation Division (BLSS-YFD), will spearhead the **Curriculum Exits Tracking System (CETS) for School Year (S.Y.) 2024-2025**.

In this regard, all Regional and Division Youth Formation Coordinators (RYFCs/DYFCs), Guidance Counselors, Guidance Designates, Career Advocates, and Grade 12 Section Advisers, with assistance from the Supreme Secondary Learner Government (SSLG) Officers and their respective Teacher-Advisers, are requested to inform SHS Graduates for S.Y. 2024-2025 to complete the Curriculum Exits Tracking System via the following link: <https://tinyurl.com/CETS-SY2024-2025>. The system will officially open on **February 26, 2025**.

Furthermore, in preparation for the National Career Expo (NCEX) 2025, which will take place on March, all secondary schools, in coordination with their respective Regional and Division Offices, are encouraged to conduct a **Localized Career Expo (LCEx)** throughout the months of **March and April 2025**. The LCEx may include career caravans, career fairs, and similar activities that provide learners with career guidance and opportunities. The event should highlight the four (4) curriculum exits: higher education, employment, entrepreneurship, and middle-level skills development.

**BLSS-YFD-2025-02-038**

**FEB 20 2025**

All Regional Offices are requested to submit a consolidated After-Activity Report, which should include photo and/or video documentation of the LCEEx, as Means of Verification (MOVs). These reports must be submitted to the email of the BLSS-YFD **no later than April 15, 2025**, and will be featured during the NCEX 2025.

For any questions or concerns, please contact **Dr. Gina Lopez Cruz**, Senior Education Program Specialist and Officer-In-Charge of the BLSS-YFD, at [blss.yfd@deped.gov.ph](mailto:blss.yfd@deped.gov.ph).

For immediate dissemination and strict compliance.

[YFD/CSC]

## ENCLOSURE 2: Curriculum Exit Tracking Survey

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

Direction: Accomplish and provide necessary details.

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

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

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

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

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

3. What is your Senior High School Track?

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

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

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

### 3.b For Technology and Vocational Livelihood Track

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

#### 3.b.1 For Agri-Fishery Arts

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

#### 3.b.2 For Home Economics

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



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

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

### 3.b.4 For Industrial Arts

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

### 4. Curriculum Exits

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

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

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

Name of Preferred School (Do not abbreviate) \_\_\_\_\_

College Course \_\_\_\_\_

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

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

What is your preferred work? \_\_\_\_\_

Name of company or institution you like to work for: \_\_\_\_\_

Nature of Company or Institution:

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



- ☐ Agriculture
- ☐ Electronics
- ☐ Fisheries
- ☐ Fabric / Clothing

- ☐ Mining
- ☐ Technology
- ☐ Finance / Banking
- ☐ Call center
- ☐ Others: \_\_\_\_\_

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

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

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

If yes, what product/service do you offer in your business? \_\_\_\_\_  
 Date and year of start doing business? \_\_\_\_\_

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

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

What training program will you take? \_\_\_\_\_  
 Name of preferred training institution? \_\_\_\_\_

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

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

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

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

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

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

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

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

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