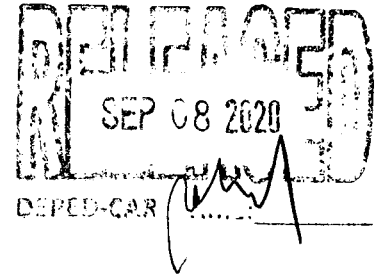




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



August 7, 2020


REGIONAL MEMORANDUM

NO. 277-2020

To: Assistant Regional Director
Regional Office Division Chiefs
Schools Division Superintendents
All Others Concerned
All Divisions

GUIDELINES ON THE IMPLEMENTATION OF PROJECT "READ TO LEAD"

1. The DepEd-CAR Regional Office releases the enclosed guidelines on the implementation of Project "Read to Lead" (Reading Enhancement Approaches Developed through Listening, Engaging, Acting and Doing). This is in response to "Sulong Edukalidad" which aims to address the challenge of complete Basic Quality Education.
2. This policy shall assist the Schools Division Office Education Program Supervisors and Public Schools District Supervisors to monitor the implementation and sustainability of the Project "READ to LEAD".
3. This policy shall take effect immediately upon approval.
4. For information, guidance and compliance of all concerned


MAY B. ECLAR PhD, CESO V
Regional Director

CLMD/cfm/ttd/ptd



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GUIDELINES ON THE IMPLEMENTATION OF PROJECT “READ TO LEAD”

I. RATIONALE:

The challenge of the K to 12 Basic Education Program and the enhanced the Enhanced Basic Education Act of 2013 (RA 10533) to ensure that every child is a successful reader by Grade 1. Anchored on the flagship program of the Department, “Every Child A Reader Program” (ECARP), which aims to make every Filipino Child a reader and a writer at his/her grade level and based on the result of the Philippine Informal Reading Inventory (Phil-IRI), pre-test to post-test as of school year 2018 – 2019, there are still existing non-readers for English and Filipino, both in the elementary (Grades 3 to 6) and secondary/Junior High School (Grade 7). In order to address the gaps, there is a need to strengthen the reading proficiency of every learner and to nurture a culture of reading. Reading, being a requisite in all content areas.

Moreover, in support to the implementation of the K to 12 Basic Education Program, DepEd is continuously fulfilling its mandate to produce productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient reader, schools across the country are tasked to help learners develop their reading skills. However, such initiatives are still not enough based on the results of national assessments for student learning.

In a move to bridge literacy gaps among learners, the Department of Education through the Regional Office, SDOs and school levels are strongly encouraged to respond to “*Hamon: Bawat Bata Bumabasa*” (3Bs Initiatives) by intensifying their advocacy for reading and by pledging commitment to make every learner a reader at his/her grade level.

It is also equally important to note that the learners should develop listening skill; for listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, the reader cannot comprehend what he/she reads. Reading and listening are receptive skills; writing and speaking are productive skills. And according to research, there are substantial correlations among these four (4) language processes. So, when students are listening, they are also advancing their other language skills (Viewing skill).

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Thus, in view of the above-cited mandate of DepEd, including the mandate of the Supervisors to monitor and render Technical Assistance (TA), the Region launched Project “READ TO LEAD” also known as **Reading Enhancement Approaches Developed ThRough** online and offline activities on **Listening, Engaging, Acting, and Doing**.

Furthermore, this guideline includes the framework as illustrated in Appendix 1, which maintains that the focus of this READ to LEAD project is the improvement of student outcomes. Anchored on the vision and mission of DepEd and its programs and projects, DepEd CAR aims to establish a reading culture among all schools and learning centers supported by the following:

- evidence-based practices - teaching reading strategies and projects that have been introduced by DepEd in previous mechanisms like DEAR or Drop Everything and Read, Read-a-thon, Classroom reading corners, Reading buddies, and the like
- shared efforts of staff and students – cooperation among school stakeholders and learners is a necessity in developing a school-wide culture of reading; school heads and teachers shall be models of reading. They must be seen reading in order to motivate learners to follow the same.
- understanding of students’ context – reading materials provided must be based on learners’ level of understanding and interest
- community engagement around reading – all school stakeholders, i.e. parents and community officials, must encourage a culture of reading in the school and in the whole community to really boost love for reading especially among the young
- cultivation of input – learners shall develop quality outputs as gains from resources read. Strategies may be any of the following: answering comprehension questions after reading a story; writing a summary of a story read; outlining important details from an information read; properly reading out loud a story; acting out events from a story; and the like.
- communication about the culture – school stakeholders and education authorities need to be informed in writing of the school’s efforts towards this culture of reading; schools must communicate their request for community support on this mechanism

With this commitment for student success and continuous improvement, this project of DepEd CAR is directed to be implemented.

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II. POLICY STATEMENT

1. The Department of Education, Cordillera Administrative Region aims to inculcate a culture of reading in its delivery of quality, accessible, relevant and liberating education for the cordilleran learners. To achieve this, all the officials and personnel from the regional, division, districts and schools are encouraged to actively take part in promoting this project “Read to Lead”.

III. SCOPE:

READ to LEAD is DepEd – CAR’s localized initiative to support DepEd’s 3 B’s (Bawat Bata Bumabasa) under the SulongEdukalidad program. It shall be likened to a whole school approach in motivating a culture of reading among all learners.

Along with the Language Supervisors in the region are the Schools Division Superintendents, Education Program Supervisors, Public Schools District Supervisors, School Heads, and teachers in the elementary, junior high and senior high levels who shall be involved in the implementation of these guidelines.

Specifically, the target clientele of this project are learners from Kindergarten to grade 12. Reading is a habit that needs to be developed across all grade levels. While the Phil-IR only targets grades 3 to 6 learners, this project aims to develop healthy and worthwhile reading habits among K to 12 learners.

The private elementary and secondary schools may adapt this policy if deemed necessary.

IV. PROJECT OBJECTIVES:

The following objectives shall guide project implementation:

1. To utilize assessment results in developing appropriate interventions that would help improve the literacy skill of all types of learners;
2. To enhance reading programs and approaches existing in the schools;
3. To intensify division efforts in ensuring that every learner is a reader at their grade level;

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4. To upskill and reskill all teachers in becoming effective reading instructors.

V. **DEFINITION OF TERMS:**

For the purposes of these guidelines, the following terms are defined and understood as follows:

- (a) **Acting** in this context refers to how learners communicate what they have read or learned through reading. It is how they are able to share a gist of the information or story read.
- (b) An **approach** conveys a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn to read.
- (c) **Assessment** is a general term that includes all the ways in which information is collected, synthesized, and interpreted in order to aid in understanding learners and making instructional decisions (Airasian, P.W., 2001).
- (d) **Doing** emphasizes that learners should develop independence in reading and that they get a book for reading without even being told to do so.
- (e) **Engaging** refers to that approach characterized by understanding or comprehending the information or story read as evidenced by the ability to answer comprehension questions correctly.
- (f) **Listening** illustrates the ability to comprehend verbally communicated information and providing appropriate feedback. It can be described also as the ability to pay attention to sound. The stages in the **listening** process are: receiving (hearing), understanding, evaluating, remembering, and responding.
- (g) **Monitoring** implies the collection of data on the school's actual performance in programs and projects against the targets set in the school's development plans, identification of problems and issues encountered by the programs and projects, and formulation of possible solutions to improve or correct program and project implementation.

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- (h) **Non-reader** is a pupil who is unable to recognize and sound out letter-sound connections for single consonants (Phil-IRI Manual).
- (i) **Reading** is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print (Vacca, Vacca, and Gove, 1991). Reading may involve decoding and comprehension process.
- (j) Reading Level is the level at which a learner can read and comprehend a leveled text or graded passage; given a particular leveled text, a learner may fall under any of the following reading levels
 1. Independent Reading Level is the level at which readers function on their own with almost perfect oral reading and excellent comprehension (Flippo, 2014)
 2. Instructional Reading Level is the level at which readers profit the most from teacher directed instruction in reading (Flippo, 2014)
 3. Frustration Reading Level is the level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014)
- (k) **Reskilling** denotes the process learning new skills so you can do a different job, or of training people to do a different job. It focuses more on creating new skill so that employee or individual can do a different job. It is a program that requires employees to be sent to a college or trade school to earn a degree or certification in a different field. After the completion of the degree, this employee will once again become employable.
- (l) **Upskilling** signifies the process of learning new skills or of teaching new skills. It focuses more on improving new skills so teachers can work within the same task. It will require teachers to enhance their current skill set.

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VI. GUIDELINES AND PROCEDURES:

A. PHASES:

Covering three phases this project generally envisions to provide a mechanism for improving not only the reading levels of our learners but also their over-all learning outcomes.

Phase 1 starts with the Launching of the Project through a regional convergence and online application showcasing classroom and school reading efforts.

Phase 2 continues with the implementation of project components to be discussed in Part V-B of these guidelines.

Phase 3 is the monitoring and evaluation part that will direct the provision of feedback for continual improvement and sustainability of the project.

B. PROJECT COMPONENTS:

A matrix organization of the components presented as a three-year implementation plan is illustrated in Appendix 2.

1. Assessment

- i. For the Regional Office to have a clear picture of the assessment of Cordilleran grades 6 and 10 learners in English, Mathematics, Science and Filipino, a Regional Achievement Test shall be administered before the school year ends. Through the results in English and Filipino, the regional Office shall be guided in developing appropriate interventions to address gaps that may arise from analysis of the RAT.
- ii. In times of calamities and health crisis such as Covid-19 Pandemic where face-to-face interaction is not allowed RAT shall be conducted through home-based strategy.

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2. Upskilling and Reskilling

- i. A Regional Training Team composed of Regional and Division Supervisors in-charge of English, Filipino, Kindergarten, EsP, and SPED shall be organized and capacitated. In return, they shall also upskill and reskill fellow educators in their respective stations. Content of the training package will focus on strategies for teaching reading and developing a culture of reading with special focus on improving learners' listening skills;
- ii. Division Supervisors (EPS and PSDS) shall likewise be capacitated in effectively monitoring implementation of this project.
- iii. In the midst of the corona virus pandemic or any disaster for that matter that limits face-to-face interaction upskilling and reskilling shall be conducted through virtual or online modality. In which case, eligible platforms for this activity may be through the Microsoft Teams or Google Classroom.

3. Developing a Culture of Reading

- i. Establishing Reading Corners, Centers, or Nooks in every K to 12 Classrooms and School. Partnership may be established to secure various reading literature and reference books for the learners to sustain their love for reading;
- ii. Monthly story reading hour through video streaming shall be done simultaneously across all schools and Divisions to highlight a culture of reading among learners. A separate memorandum on the specific schedule, process flow, and other mechanics of this strategy shall be issued.
- iii. K to 3 teachers shall conduct reading every month and this shall be reflected in the weekly home learning plan. They shall also provide reading materials for MTB, English and Filipino to their learners. Feedback on the reading material shall be collected at the end of the reading week.
- iv. The RO-CLMD-LRMDS shall upload reading sessions through the DamiKnow You Tube Channel. All learners with the

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guidance of the School Heads, teachers, parents are encouraged to watch live streamed Reading Sessions every second and third Wednesday of the month. This endeavor aims to encourage our learners to value reading time as well as story listening activities.

4. Validation and Monitoring:

The following strategies shall be employed to monitor and validate reading endeavors done in the field:

- i. Each SDO shall create their own READ to LEAD Group through Workplace with the inclusion of the English and Filipino Regional Office Supervisors;
- ii. During the monthly story reading hour, all teachers shall upload pictures or live videos of their story reading activities through the SDO READ to LEAD Workplace group.
- iii. Field monitoring shall likewise be done thrice a year using the monitoring tool in Appendix 3. This shall be implemented by the Regional Monitoring Team enumerated in Part VII of these guidelines.
- iv. Analysis of monitoring results shall be done by the Monitoring Team and plans for intervention shall be communicated to all SDOs through a regional memorandum or focused group discussion.
- v. In case of calamity, monitoring with an appropriate monitoring tool shall be used for this purpose.

C. ROLES AND RESPONSIBILITIES OF EACH GOVERNANCE LEVEL:

Implementation of these project components shall be undertaken across the governance levels as enumerated:

1. Regional Office, through the Curriculum and Learning Management Division, shall monitor implementation of the project and shall ensure that its objectives are efficiently attained by all SDOs. During calamities or disasters, the Regional Office shall monitor the SDOs using Remote Supervisory monitoring tool.

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2. The Schools Division Offices, through the Curriculum Implementation Division, shall prepare action plans and clearly lay out strategies and activities to monitor and carry out Project READ to LEAD. Monitoring at the SDO level may be done through any of the following strategies: limited face-to-face; online or virtual focus group discussion; field or on-site monitoring.
3. The K to 12 schools through the school heads and master teachers, shall ensure implementation of Project READ to LEAD by seeing to it that all classrooms have reading Corners or Nooks, adequate reading resources are available, learners under their care are reading and writing at their grade level, and that teachers are continuously guided and provided support in the delivery of quality education. In the midst of health crisis such as this Covid-19 pandemic which limits face-to-face interaction, schools are requested to plan and follow up individual reading activities for their learners.
4. K to 12 learners to imbibe love for reading by visiting their classroom reading corners even without being compelled to do so, read books found in the reading corners, and give feedback after reading by answering comprehension questions or by accomplishing other reading-related tasks.

VII. FUNDING:

Funding of this project will be sourced out from the downloaded ELLN funds, Partnership funds, and other existing local funds. To augment other financial requisites, the Regional and Schools Division Offices may partner with stakeholders willing to support the sustainability of this endeavor.

VIII. MONITORING AND EVALUATION:

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Field monitoring of the implementation of this project and the incorporation of other reading programs shall be done every July of the school year using a monitoring tool by the READ to LEAD team, composed of Regional and Schools Division Office Education Program Supervisors (EPS) and Public Schools District Supervisors (PSDS). Appendix 3 provides a copy of the monitoring tool.

IX. EFFECTIVITY:

These guidelines shall take effect immediately upon approval. It shall be published for the information of all SDOs through the DepEd-CAR website.

X. REFERENCE:

RM NO. 008.2020, Conduct of the Launching of Project “Read To Lead” Through Reading Exhibit and Reading Fiesta

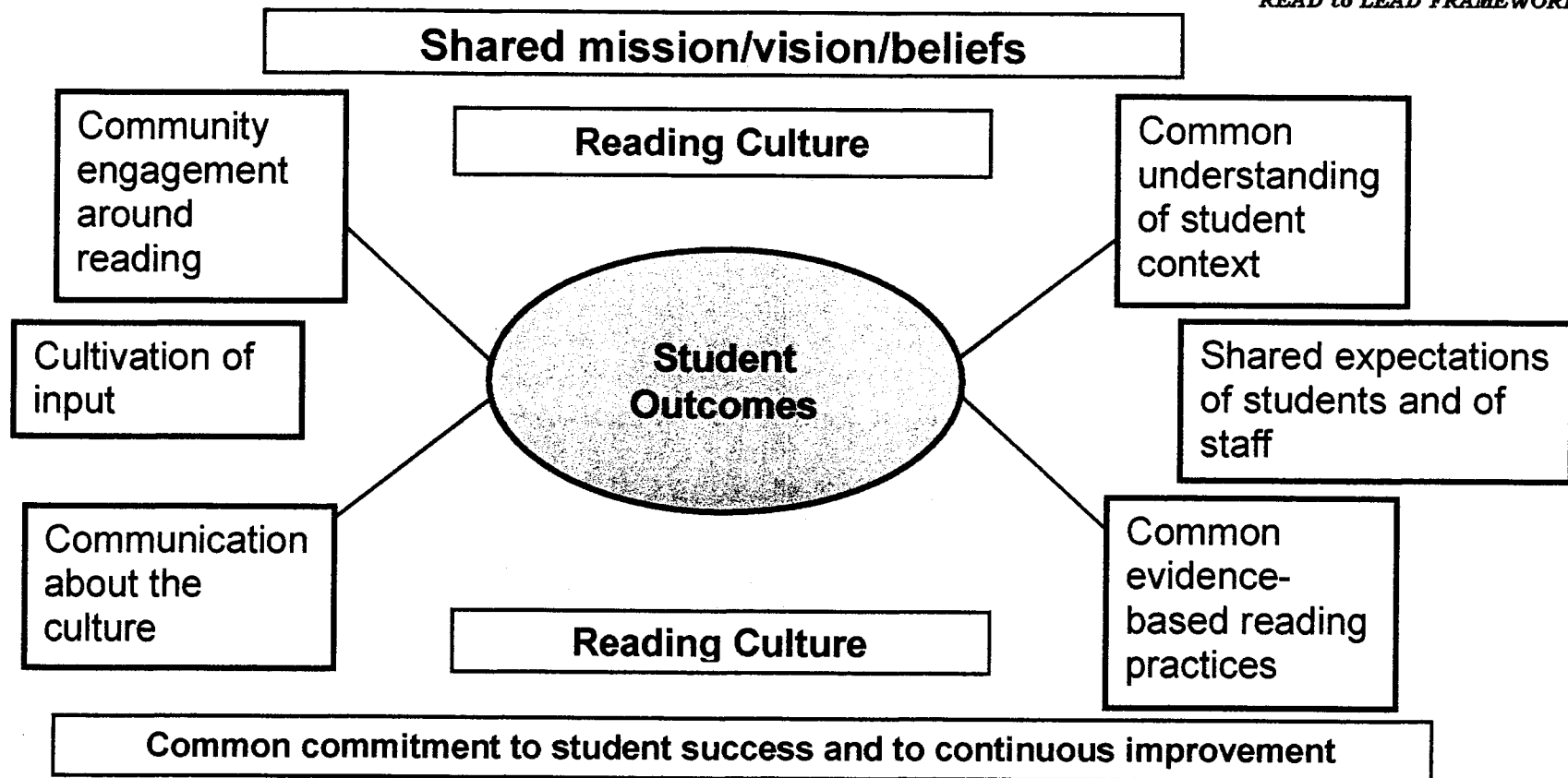
RM NO. 033.2020, Workshop on the Regional Assessment Tool
DEPED MEMORANDUM NO. 158, s. 2019, 2019 National Reading Month

OFFICE MEMORANDUM NO. 014.2020, Curriculum and Learning Management Division to Implement Project Maiden as DepEd-CAR’s Initiative in the Attainment of Quality Basic Education



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APPENDIX 1
READ to LEAD FRAMEWORK



CLMD/READ to LEAD





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APPENDIX 2
THREE-YEAR IMPLEMENTATION PLAN OF PROJECT READ to LEAD

Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
A. Assessment								
1. Reading levels of grades 6 and 10 learners	Determine reading levels of learners in English and Filipino and provide appropriate interventions where necessary	Conduct of the Regional Achievement Test	Paper-pencil test; Analysis of the results; Workshop to plan for appropriate interventions; Orientation of SDOs on planned interventions; Monitor implementation	RO to monitor the conduct of the RAT in all SDOs for the current SY	RO to monitor the conduct of the RAT in all SDOs for the current SY	RO to monitor the conduct of the RAT in all SDOs for the current SY	Human: RO Training and Monitoring Team Physical: Workshop materials; Transportation services during monitoring	-All 8 SDOs conducted the RAT -RO provided TA on the implementation of appropriate interventions -All 8 SDOs implemented the interventions





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
			on of interventions				Financial: RO MOOE for board and lodging and supplies and transportation expenses	
B. Upskilling and Reskilling								
1. Strategies in teaching Early	All Kindergarten teachers and Grades 1 to 3	Upskilling and Reskilling of K to 3 teachers	5-day Regional Workshop to Kindergarten and Grades 1	Conduct of 5-day Upskilling and Reskilling to	Conduct of 5-day Upskilling and Reskilling	Conduct of 5-day Upskilling and Reskilling	Human: CLMD CES and EPS; CID EPS and SGOD	-Kindergarten and Grades 1 to 3 English and Filipino teachers

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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
Literacy Skills and Reading in English and Filipino	teachers in English and Filipino to be effective reading instructors		to 3 English and Filipino teachers on Strategies in Teaching Early Literacy Skills and Reading; Monitoring teachers in their classrooms (application of inputs gained); Provision of TA	K to 3 teachers; Evaluation of the Upskilling or Reskilling conducted through monitoring	to K to 3 teachers; Evaluation of the Upskilling or Reskilling conducted through monitoring	to K to 3 teachers; Evaluation of the Upskilling or Reskilling conducted through monitoring	M and E; District PSDS; School Head and Teachers Physical: Board and lodging and supplies during training, transportation services Financial:	upskilled or reskilled -Improved reading performance of grades 1 to 3 learners or absence of struggling readers as evidence of the application of training inputs

CLIMB/READ TO LEAD





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
							ELLN funds	
2. Effective coaching and monitoring Strategies for Supervisors	All Supervisors to be effective teacher coaches and project monitors	Upskilling and Reskilling of Education Program Supervisors and Public Schools District Supervisors	3-Day Regional Workshop for Supervisors on Strategies in Coaching and Project Monitoring	Conduct of 3-day upskilling and reskilling; Evaluation of the application of inputs gained through monitoring	Monitoring and evaluation of the application of inputs; Provision of technical assistance	Monitoring and evaluation of the application of inputs; Provision of technical assistance	Human: CLMD CES and EPS; CID EPS and District PSDS Physical: Board and lodging and supplies during training; transportat	-all Supervisors capacitated on coaching and project monitoring -supervisors apply inputs gained as evidenced by actual coaching and monitoring activities

CLMD: READ TO LEAD





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
							ion expenses during field monitoring Financial: ELLN and RO funds	
C. Culture of Reading								
1. Reading Centers or Corners or Nooks	All K to 12 classrooms and schools to have functional reading corners, nooks, or	Ensure the presence of classroom reading corners or nooks and School reading	Regional memorandum to mandate all classrooms to sustain reading corners or	Establishment of classroom reading corners or nooks and school reading	Sustainability of classroom reading corners or nooks and school reading	Sustainability of classroom reading corners or nooks and school reading	Human: School Heads and Teachers Physical: Reading materials Financial:	-Functional reading corners, centers, or nooks established for every classroom

CLMD/READ to LEAD





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
	centers	centers or corners	nooks and all schools to sustain or establish reading centers or corners; Partnership with potential book donors to schools; Recognition of functional reading corners or centers per Division	centers or corners	centers or corners	centers or corners; Recognition of the most functional reading corner or center per Division	MOOE or through partnerships	and school

OLMD, READ TO LEAD





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
2. Story Reading Hour	All K to 12 learners to develop or sustain love for reading	Institutionalization of school story reading hour where teachers read a story to the learners and check comprehension after	Quarterly story reading hour done simultaneously across all schools and Divisions to be captured on video and uploaded to the RCA-READ to LEAD Workplace Group page (August, November, February)	Institutionalization of school story reading hour	Sustainability of school story reading hour	Sustainability of school story reading hour; Recognition of teachers and schools that sustain the activity as evidenced by consistent video	Human: School Heads and Teachers Physical: Reading materials Financial: MOOE or through partnerships	-K to 12 learners developed or sustained love for reading

CLMD/READ to LEAD





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
						submissions to the Workplace		
D. Validation and Monitoring								
1. READ to LEAD Workplace Group	Continuous publication of school reading initiatives through sustained utilization of the Workplace	Utilization of RCA-READ to LEAD Workplace Group page to publish School reading initiatives	Quarterly submission (August, November, February) of videos to publish story reading hour and other school reading initiatives	Quarterly submission through Workplace	Quarterly submission through Workplace	Quarterly submission through Workplace ; Recognition of teachers and schools that sustain the	Human: School Heads and Teachers Physical: Reading materials; ICT equipment; internet connectivity Financial:	-All teachers utilized Workplace as a reading advocacy platform -All teachers have reading initiatives





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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
						activity as evidenced by consistent video submissions to the Workplace	MOOE or through partnerships	
2. Blended Monitoring	Sustain the gains of Project READ to LEAD for the benefit of the Cordilleran learners	Online, Face-to-face (focused group discussion), or Field monitoring	-Semestral Convergence or Kumustahan; -Submission of reports online through Workplace -Online	Monitoring and Evaluation activities; Feedback of M and E results to management; Policy recommenda	Monitoring and Evaluation activities; Feedback of M and E results to management; Policy recommend	Monitoring and Evaluation activities; Feedback of M and E results to management; Policy recommen	Human: RO and SDO CES and EPSs; PSDSs Physical: Supplies; Transportation	- Sustainability of Project READ to LEAD

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Project Components	Objectives	Strategies	Activities	Three-year Targets			Resources (Human, Physical, Financial)	Success Indicators
				2020	2021	2022		
			convergence with specific persons or groups; -Field or actual monitoring	tion or project review and improvement	ation or project review and improvement	ation or project review and improvement	services Financial: RO MOOE for Board and lodging during convergence; transportation expenses	

CLIMB: READ to LEAD





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APPENDIX 3
PROJECT "READ TO LEAD" MONITORING TOOL

No	Questions	Division Team Responses	M & E Team Remarks
1.	What are the reading programs undertaken to implement the project READ to LEAD in your Division?		
2.	How are these reading programs helping the learners to improve their reading difficulty and develop their reading skills?		
3.	Are these reading programs/ activities aligned with the specific objectives of the project?		
4.	How would you promote story time activities in your school, division, and community?		
5.	What challenges were experienced while monitoring the implementation of the project in the schools? How were these challenges handled?		
6.	How did you address these challenges met during the monitoring of the project?		
7.	How is implementation of the project monitored?		
8.	How do you strengthen and sustain the implementation of the Reading Hour of your learners from Kinder to grade 12 in your division?		





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9.	What training, professional development, and continuing technical assistance are provided to teachers to ensure thorough and appropriate implementation of the project?		
10.	Are you willing to submit videos and pictures of classroom reading activities through the SDO READ to LEAD Group in the Workplace?		

