



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
SCHOOLS DIVISION OF CEBU PROVINCE

Office of the Schools Division Superintendent

September 28, 2021

DIVISION MEMORANDUM

No. 399 s. 2021

PROJECT I CAN COUNT AND READ EFFICIENTLY (I CARE)

To: Assistant Schools Division Superintendents
Division Chiefs, CID & SGOD
Education Program Supervisors/Specialists
Public Schools District Supervisors/OICs/Caretakers
Public Elementary and Secondary Schools
All Others Concerned

1. In support to the World Vision's Brigada Pagbasa, the Division's WHEELS of HOPE Project for the last mile schools, and the Education Development Center's Basa Pilipinas Program, the Project I CARE initiative was crafted to assist frustrated readers in improving their reading ability in English, Filipino, and Mother Tongue by the end of the school year. This is also in keeping with the K to 12 Curriculum's Every Child a Reader Program, which aims to make every learner a fluent reader in support of the Philippines' early grade reading program.
2. The program is divided into five stages: 1) The EGRA, EGMA, Phil-IRI assessments which are used to evaluate the foundational literacy skills of students in the early stages of primary level using home-based learning modality; 2) Enabling new reading teachers and reading home partners to give appropriate reading interventions among identified frustrated readers after the assessment process; 3) establishing reading hubs/nooks for their literacy and numeracy activities and the implementation of Sa Trumba Mo Makabasa Ko; 4) administering different literacy and numeracy competitions as means of verifying the improvement of their reading and numeracy skills; and 5) Rewarding of functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home partners, etc. at the end of the School Year.
3. To facilitate the effective and efficient implementation of the said project all concerned shall be guided with the different timelines attached in this memo.
4. Immediate dissemination of and strict compliance with this Memorandum is highly desired.

MARILYN SANDALES, EdD, CESO V
Schools Division Superintendent


MSA/FCL



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Enclosure No. 1 to Division Memorandum No. __, s. 2021

ACTIVITY/ies	TIMELINE	PERSONS INVOLVED
1. CID Planning Conference on the Preparation of the I CARE Initiative	September 23, 2021	ASDS Fay C. LuarezCID Chief Education Program Supervisors
2. CID Planning Conference on the Mechanics of the I CARE Initiative	Sept. 23, 2021	ASDS Fay C. LuarezCID Chief Education Program Supervisors
3. Presenting the Concepts of initiative during the Division MANCOM	Sept. 27, 2021	ASDS Fay C. Luarez, CID Chief Education Program Supervisors
4. Disseminating the Division Memo on the Mechanics of the LRC to the field	September 28, 2021	Public Schools District Supervisors Elem. & Secondary Master Teachers
5. Virtual Orientation with the District TWG (PSDSs, District Reading Coordinators on the Conduct of I CARE Initiative	October 1, 2021	ASDS Fay C. Luarez PSDSs, EPSvrs, District Reading Coordinators
6. District Orientation of the EGRA, EGMA & Phil-IRI Assessors in their different schools on its mechanics and time-frame.	October 6, 2021	District TWG compose of; PSDSs, District and School Reading Coordinators and assessors
7. District Pilot Run of the Virtual/Home-based EGRA, EGMA and Phil-IRI.	October 8, 2021	District TWG compose of; PSDSs, District and School Reading Coordinators and assessors
8. Actual Conduct of the Virtual/Home-based EGRA EGMA, and Phil-IRI	October 11-15, 2021	District TWG compose of; PSDSs, District and School Reading Coordinators and assessors
9. Gathering and analyzing the results of the EGRA, EGMA and Phil-IRI.	October 17-19, 2021	District TWG compose of; PSDSs, District and School Reading Coordinators and assessors



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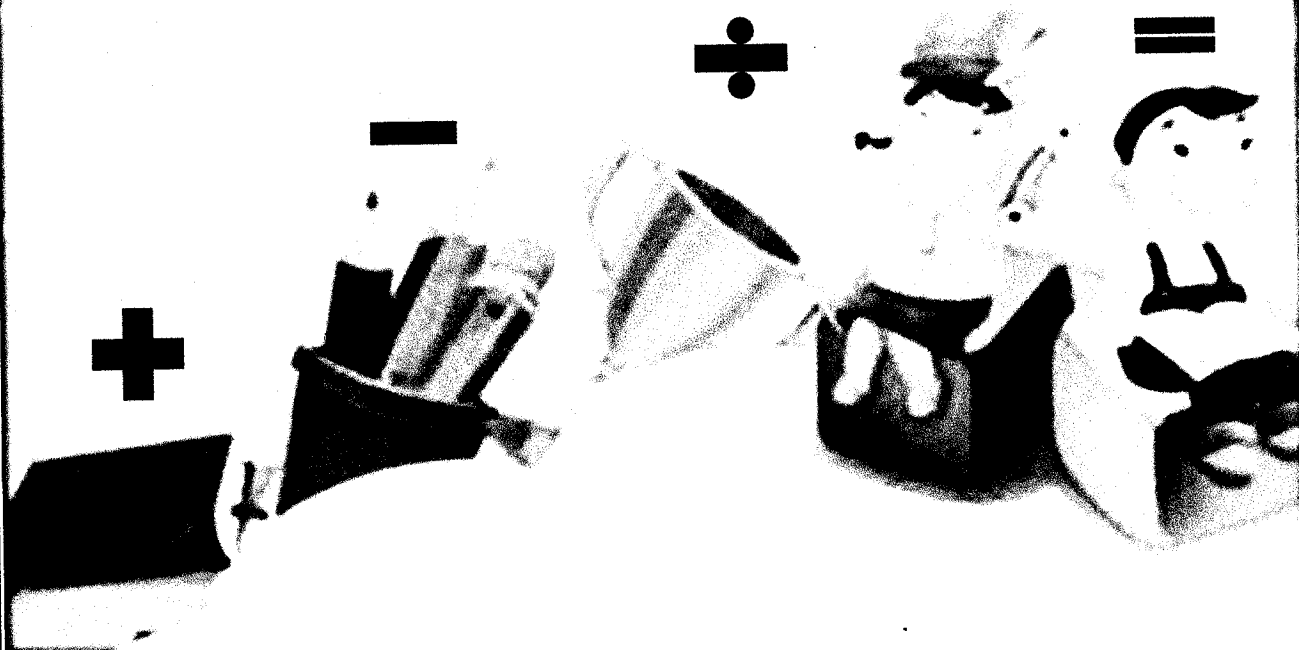


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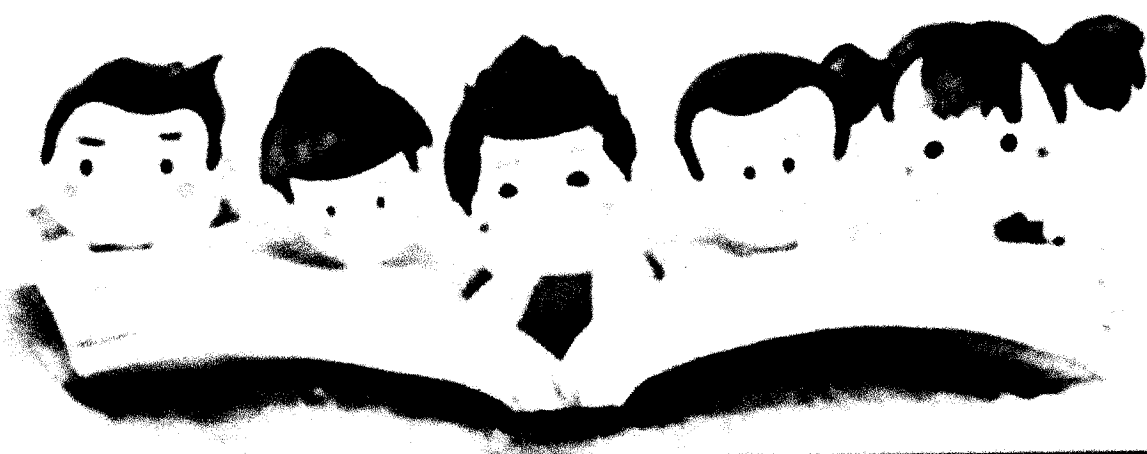
10. Submission of results and accomplishment reports to the division	October 20-21, 2021	PSDSs, District/School Reading Coordinators, EPSVr in MTB, English and Filipino
11. Presenting the Results and Findings to the SDS, ASDS, EPSVr and PSDS	October 22, 2021	ASDS CID Chief EPSvrs PSDS
12.Designing of Appropriate Reading Interventions, Literacy and Numeracy Activities based on the findings of the study.	October 25-28, 2021	Division TWG
13. Presenting the Intervention to SDS for feedback and approval.	October 29, 2021	ASDS CID Chief EPSvrs
14. Conducting of Trainings to Reading Teachers and Home Tutors on Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension	November 3-10, 2021	ASDS CID Chief EPSvrs
15. Actual Reading Remediation, and provision of various literacy and numeracy competitions.	November 15, 2021 to April 30, 2022	PSDSs, District/School Reading Coordinators, EPSVr in MTB, English and Filipino
16. Post EGRA, EGMA & Phil-IRI	1 st week of May 2022	PSDSs, District/School Reading Coordinators, EPSVr in MTB, English and Filipino
17.Recognition of functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home tutors.	May 2022	ASDS CID Chief EPSvrs PSDSs, District/School Reading Coordinators, EPSVr in MTB, English and Filipino



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Project I Can Count and Read Efficiently (ICARE)





Republic of the Philippines
Department of Education
Region VII-Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City

Project Title: Project I CARE: I can Count And Read Effciently

Project Time-frame: September 2021 – July 2022

I. Project Contacts

Dr. Marilyn S. Andales, CESO IV Schools Division Superintendent

Dr. Fay C. Luarez, Assistant SDS

Dr. Mary Ann P. Flores, Chief Supervisor

CID Education Program Supervisors of CID

Public Schools District Supervisors

Elementary and Secondary School Heads

II. Project Summary

According to Charles W. Elio, "Books are the quietest and most dependable of companions, the most approachable and wisest of therapists, and the most patient among the educators.

Reading skills are critical to a child's academic achievement because they allow them to access the entire curriculum and improve their communication and language abilities. Reading can also be a joyful and imaginative activity for kids, opening up all kinds of new worlds for them.

In support to the World Vision's Brigada Pagbasa, the Division's Wheels of Hope Project for the last mile schools, and the Education Development Center's Basa Pilipinas Program, the LRC initiative was crafted to assist frustrated readers in improving their reading ability in English, Filipino, and Mother Tongue by the end of



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the school year. This is also in keeping with the K to 12 Curriculum's Every Child a Reader Program, which aims to make every learner a fluent reader in support of the Philippines' early grade reading program.

The program is divided into five stages: 1) The EGRA, EGMA, Phil-IRI assessments which are used to evaluate the foundational literacy skills of students in the early stages of primary level using home-based learning modality; 2) Enabling new reading teachers and reading home partners to give appropriate reading interventions among identified frustrated readers after the assessment process; 3) establishing reading hubs/nooks for their literacy and numeracy activities and the implementation of Sa Trompa Mo Makabasa Ko; 4) administering different literacy and numeracy competitions as means of verifying the improvement of their reading and numeracy skills; and 5) Rewarding of functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home partners, etc. at the end of the School Year.

III. Project Background

According to studies, reading for pleasure has a significant impact on children's academic success. Similarly, evidence suggests that children who read for pleasure every day not only score better in reading exams than those who do not, but also develop a larger vocabulary, a greater general knowledge base, and a better awareness of various cultures.

In fact, whether a youngster does well in school is more likely to be determined by whether or not he or she enjoys reading. Parents are a child's most crucial educators – even more so than their reading teachers – and it's never too early to start reading together. Remember that babies learn to recognize their parents' sounds even before they are born. Reading to your baby from birth, even for a few minutes a day, provides them with the comfort of hearing your voice while also increasing their language exposures.



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Early Literacy Numeracy Assessment results in the previous school year showed that many grade learners were struggling to meet the learning standards in early language, literacy and numeracy. Furthermore, gaps in learners' reading comprehension appear to be the source of low achievement levels in English, Math, and Science.

This simply means that many low-achieving students struggle to understand Math and Science word problems written in English. As a result, they were unable to demonstrate their understanding of these topics.

To close the gaps described above, every learner's reading and numeracy skills must be strengthened, and a reading culture must be fostered, as reading is a required ability in all curriculum areas.

This initiative is in collaboration of the Division Office, District Offices, Schools, Parents, Stakeholder's and Learners for we believe that it takes a village to educate a child.

IV. Project Objectives

A. General Objectives:

The initiative's major purpose is to provide diverse reading intervention programs and activities to early grade learners in attempt to improve their reading abilities and help them become effective and independent readers at their grade level.

B. Specific Objectives

1. Administer pre and post EGRA, EGMA, Phil-IRI for Early Graders utilizing home-based learning modality.



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2. Capacitate identified reading teachers and home tutors to become effective reading teachers and provide them reading intervention materials to support and monitor the progress of their learners in specific skills.
3. Create reading hubs/nooks in each school for literacy and numeracy activities and Sa Trompa Mo Makabasa Ko implementation.
4. Provide various literacy and numeracy competitions as a technique of monitoring and assessing their reading and numeracy abilities.
5. Reward functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home tutors, etc. at the end of the School Year.

V. Project Methodology

A. Work Breakdown and Task Time Estimates

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B. Project Deliverables

INPUTS/DELIVERABLES	DETAILS
1. Pre and Post EGRA/EGMA Results	Results of the Pre and Post Early Grades Reading Assessment and Early Grades Mathematics Assessment for Grades I to III to be used as basis for the reading intervention materials and activities to improve reading and numeracy proficiency of learners
2. Functional Reading Hubs/Reading Nooks in every school	Reading Hubs/Reading Nooks that supports, promotes and nurtures the frustrated readers and low mathematics performers to enjoy learning reading and learning basic mathematical computations and understanding word problems.
3. Contextualized Reading and Mathematical Intervention Materials	Reading and Mathematical Intervention Materials Contextualized and Crafted by Master Teachers to support the



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	LRC Initiative
4. School Action Plan on the Literacy and Numeracy Competitions done to support the LRC Initiative	List of Literacy and Numeracy Competitions done within 6 months to improve literacy and numeracy skills of learners
5. List of awardees of the most functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home tutors.	These are the awardees given to the most functional reading hubs, most improved reader in every category, outstanding reading teachers and reading home tutors in recognition to their support and hardwork given to the LRC Initiative

C. Project Risk Management

PERSONS RESPONSIBLE	WHAT TO DO
1. Public Schools District Supervisors	<ul style="list-style-type: none"> • Coordinate with the Local Government Officials and RHU in ensuring compliant of the activity to IATF Guidelines. • Collaborate with the School Heads of the sample schools in disseminating to the parents and other stakeholders the purpose of the activity. <p>Lead in ensuring the safety of the learners and all the persons involved in the conduct of the LRC initiative, the establishment of Reading Hubs, and the monitoring of the diversified activities to support and enhance the said initiative.</p>



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2. School Heads	<ul style="list-style-type: none"> Secure permit from the parents for allowing their sons/daughters to be assessed virtually or through home-based modality the pre and post ORV for Early Grades. Ensure the safety of the learners and reading assessors before, during and after the Oral Reading Verification Assessment. Coordinate with the Barangay Captain and Education Committee Members and stakeholders on the appropriate place for the establishment of the Reading Hub and ensure the maximum utilization of the hub for reading intervention activities. Ensure participation of learners in the different planned numeracy and literacy competitions conducted by the Division and District.
3. District Nurses	<ul style="list-style-type: none"> Assist and monitors the implementation of the IATF Health protocols before, during and after the conduct of LRC Activities
4. District LRC TWG	<ul style="list-style-type: none"> Lead in following the IATF Health Protocols and Guidelines Monitors the conduct and implementation of the LRC Activities
5. Division LRC TWG	<ul style="list-style-type: none"> Monitor and give Technical Assistance on the smooth and safe conduct of the various LRC Activities Evaluates and recommends LRC Awardees in different Categories

VI. Project Costs

The project has minimal project cost because the EGRA and EGMA will be conducted online or homebased with the assistance of the



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District and School Reading Teachers and Coordinators. The equipment to be used by the examinees are their own cellphones, tablets or laptops provided by DCP 2019, Batch 1.

Nonetheless, the travel expenses of the Division TWG and DFTAD during the conduct are already part of their regular monthly travel expenses. Likewise, the Planning and the Finalization of LRC activities shall be GAD-Compliant for FEMMS and budgeted using GAD Funds.

The establishment of the Reading Hubs shall be in partnership with the Barangay LGU, wherein the intervention reading materials shall be printed and provided by the schools, hence they were provided with printers, ink and bond papers. The reading materials are BASA Pilipinas Reading Materials, the computers as well as reading texts that will be placed in the Reading Hubs are owned by the school. The facility, safety and electricity shall be provided by the Barangay LGU where the Reading Hub was established.

VII. Next Steps

PROJECT SUSTAINABILITY PLAN

Plan Component	Action Steps	Timeline
Organizational Support	<ul style="list-style-type: none">Present the Institutionalization of I CARE to the SDS from Grades IV-VI for SY 2022-2023	September 2022



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Stakeholder s Support	<ul style="list-style-type: none"> • Establish rapport with the stakeholders and acquaint them about the purposes of the project. • Encourage collaboration of the project by seeking their opinions/ideas/suggestions on how to better implement the Project 	S.Y. 2021-2022
Monitoring and Evaluation	<ul style="list-style-type: none"> • Conduct feedback mechanism of the project such as FGD and online interview with the internal and external stakeholders 	Project Duration (Pre- Post Implementation)

VIII. APPENDICES

- Minutes of the CID Meeting on the Planning Conference on the Mechanics of the Project I CARE
- Ghant Chart of the Monitoring and Evaluation of I CARE Activities
- Division Memorandum on the Mechanics of the I CARE to the field
- District Results of the Pre and Post EGRA /EGMA/PhilIRI
- Pictorials/Videos on the conduct of the EGRA, EGMA, PhilIRI
- Data analysis of the EGRA, EGMA, PhilIRI Results
- School Action Plan of the Reading Intervention Program and Literacy and Numeracy Activities to be implemented in the school
- I CARE List of Awardees and Appreciation and Recognition Awardees



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